

Administrator's Interpretive Guide

Knowledge and Concepts Examinations

Grades 4 • 8 • 10

2004 – 2005



Department of Public Instruction

Wisconsin Knowledge and Concepts Examinations

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Introduction

Sustained, interactive collaboration between the Wisconsin Department of Public Instruction (DPI) and all school districts in the state is crucial to establishing a successful assessment program. To accomplish this, the DPI is committed to providing school districts, schools, and individual students with quality information related to their achievement that will help to ensure challenging educational opportunities and programs for all children.

As required by s. 118.30 (1g)(a), Wis. Stats., by August 1, 1998, each school board must have adopted either the Wisconsin academic standards issued by the governor as an executive order under s. 14.23 or should have adopted their own academic standards. One measure of student achievement based on the state academic standards is the Wisconsin Student Assessment System (WSAS) *Wisconsin Knowledge and Concepts Examinations* (WKCE) at grades 4, 8, and 10. These examinations were administered in November 2004.

The WKCE at grades 4, 8, and 10 are large-scale standardized achievement tests. Standardized tests are administered using standard procedures for directions, time limits, and scoring criteria to ensure uniform testing conditions for all students. The purpose of achievement tests is to tell about student achievement and give a degree of insight into how well the curriculum prepared the student. If students in a given school score particularly well on some aspect of an achievement test, there is a good chance that their curriculum succeeded in preparing them for the test. Test results are one source of information educators can use to make decisions about whether and how to adjust instruction for individual students or groups of students.

The WKCE test remains, at its core, a CTB/McGraw-Hill test instrument at grades 4 and 8, with the addition of customized items to improve alignment with the Wisconsin Model Academic Standards. The WKCE assessment measures student achievement at grades 4, 8, and 10 in reading, English language arts, mathematics, science, social studies, and a writing prompt. The Wisconsin customized writing assessment includes rubrics based on the Wisconsin Model Academic Standards in English Language Arts, as well as writing prompts developed, reviewed, and field-tested in Wisconsin.

The WKCE 10th-grade test is a customized test instrument that aligns with the Wisconsin Model Academic Standards at 12th grade. The WKCE 10th-grade test is equivalent in difficulty to a CTB *TerraNova* test at Level 20. Level 20 is appropriate for 10th-grade students. A customized Wisconsin writing prompt is included in the WKCE test booklet administered at grades 4, 8, and 10.

The results of the WKCE are reported by proficiency categories. The proficiency categories provide accountability information as a measure for school and district academic progress and achievement. These proficiency scores show how students, schools, and districts performed on WKCE tests based on expectations established by Wisconsin educators. Separate proficiency results are reported for each content area tested. Writing scores are not included in school and district accountability measures and are provided as holistic scores only.

Also reported are criterion-referenced scores, which indicate how students performed in relation to the established Wisconsin Model Academic Standards. The most valuable use of criterion-referenced information is to identify students' academic strengths and needs and to be able to plan instruction accordingly. The reliability and validity of the tests are based on coverage of the standards by a certain number of test items. In the rare event that one item proves unable to measure a standard, reliability and validity are not affected, because there is always a sufficient number of items measuring similar concepts and skills.

When used in conjunction with other measures of achievement, such as classroom observations and teacher-developed tests, the WKCE can provide valuable information about the progress of individuals and groups of students, as well as the effectiveness of educational programs.

The results of the WKCE are used by the Department of Public Instruction for accountability measures for schools and districts, as required by state and federal laws. Beginning in 2002–2003, a new dimension was added to the use of these examinations. Under s. 118.33, Wis. Stats., each school board is required to adopt a written policy specifying the

criteria for promoting a student from the fourth to the fifth grade and from the eighth to the ninth grade. Among other things, the school board's policy must include the pupil's score on the WKCE administered to all students enrolled in grades 4 and 8 under s. 118.30. The new law went into effect September 1, 2002.

This *Administrator's Interpretive Guide* is designed to help school and district staff understand, explain, and use the results of the WKCE by providing a brief overview of the tests, the types of scores, and the reports included. To use this information effectively, it is essential that educators understand it. This is an important first step in using and interpreting any test results.

Wisconsin Knowledge and Concepts Examinations

The *Wisconsin Knowledge and Concepts Examinations* (WKCE) have two components. One component combines multiple-choice items and short-answer items. The second component requires the student to respond to a writing prompt by providing an on-demand essay.

Multiple-Choice and Short-Answer Items

Generally, the multiple-choice items have four answer choices. Students select one option for the correct answer. These items are machine-scored. The short-answer items allow students to demonstrate their skills at more complex levels of thinking and are scored by a professional staff experienced in providing reliable and consistent hand-scoring services. Short-answer items allow partial credit for partially answered questions. Multiple-choice and short-answer items are thematically linked and are timed separately for all tests.

Content Areas Covered in the WKCE

Reading/Language Arts: Basic and higher-order skills essential for effective communication—reading comprehension, language expression, vocabulary, and reference skills—are integrated in one test, but reported as separate learning domains to provide a comprehensive assessment experience. Directions, passages, and test questions are linked by themes that provide context and stimulate interest. The test involves the student in thinking critically and creatively, in solving problems, and in constructing meaning.

Mathematics: Real-world topics engage interest, provide context, and encourage confidence in the ability to do mathematics. Procedures such as estimation and mental computation are interwoven throughout the test. Computation items are included, many of them in a realistic setting to provide students with a sense of purpose. Reading and interpreting graphs and principles of geometry and measurement are also assessed.

Science: Core concepts in the traditional content areas of life science, physical science, and Earth and space science are covered, as well as key science inquiry skills. The ability to recognize, understand, and apply scientific principles and methods is measured in the context of situations students encounter in their everyday lives. Many questions tap higher-order thinking skills such as analysis, synthesis, and evaluation.

Social Studies: Thematic units interrelate social studies concepts. Primary sources and real-world materials such as maps, editorial cartoons, diary entries, photographs, and art provide students with authentic experiences. The test represents different cultures, geographic areas, and perspectives to help ensure equity for all students. In its framework, question formats, and graphics, the test emphasizes the interrelationships of history, geography, government, and economics.

Wisconsin Writing Assessment—Grades 4, 8, and 10

Wisconsin's customized writing assessment is grounded in the Wisconsin Model Academic Standards, which emphasize the importance of writing for a variety of purposes and audiences. The standards themselves are reflections of the

Wisconsin Communication Model, defined and discussed in the DPI publication *Planning Curriculum in English Language Arts*.

In the writing portion of the WKCE, students plan, write, and edit a composition on a specific topic (prompt) within a specified time frame. Beginning in the fall of 2002, students' essays were scored using anchor and training papers written by Wisconsin students under standardized testing conditions. These exemplar papers take into account the draft and impromptu nature of the writing situation.

The writing prompts that may be used on the WKCE include the following purposes and modes: expressive writing (narrative or descriptive); informative or expository writing; persuasive writing.

Expressive (Narrative or Descriptive) writing presents people, places, and subjects related to a specific theme and made vivid by complete and relevant sensory images.

Informative or Expository writing presents autobiographical information, descriptions of people and places, character sketches, interview profiles, eyewitness reports, field notes, journalistic writing, explanations of concepts or ideas, cause and effect analyses, and literary analysis.

Persuasive writing presents a paired proposal-solution, essays, letters, editorials, critical analyses, reviews, responses to issues or events, and speeches supporting a specific point of view.

Annual Review of WKCE Results

State and federal laws require the annual review of school performance to determine academic student achievement and progress. Annual review of school performance required by the federal No Child Left Behind Act (NCLB) is based on the school's *Test Participation*, *the Other Indicator* required (Graduation or Attendance rate for the *All Student* group), and the proficiency rate on the academic indicators, Reading and Mathematics.

The proficiency rates for grades 4, 8, and 10 are based on the WKCE and *Wisconsin Alternate Assessments* (both for LEP and students with disabilities) test scores of students enrolled in the school for a full academic year (FAY). The overall goal of NCLB is for all Wisconsin students to attain the "Proficient" or "Advanced" levels in Reading and Mathematics by the year 2014. For more information about Adequate Yearly Progress (AYP), see the DPI Web site: <http://www.dpi.state.wi.us/dpi/oea/accounty.html>.

Criterion-Referenced Score Interpretations

Criterion-Referenced Interpretations

A specified level of performance is called a criterion. A criterion-referenced score conveys information about what students can and cannot do. Student performance is measured in relation to the Wisconsin Model Academic Standards rather than to the performance of other test takers, such as a national norm group. For example, the criterion for passing a test might be a certain proficiency level. Criterion-referenced interpretations provided for the WKCE include the following reports:

- Proficiency Summary
- Scale Score Summary Report
- Standards Performance Summary
- Item Analysis Summary by Standard

- Extended Writing Sample by Student Group
- Extended Writing Sample by Rubric

Scale Scores

A scale score is a score on a numeric scale with intervals of equal size. The scale can be applied to all groups taking the WKCE test, regardless of group characteristics or time of year, making it possible to compare scores from different groups of students. Scale scores are appropriate for various statistical purposes. They permit educators to make direct comparisons among students, compare individual scores to groups, or compare the score within a specific content area in a way that is statistically valid. This cannot be done with percentile or grade equivalent scores.

Scale scores can be used to show academic growth from year to year. The year-to-year growth of individual students or groups in content areas can be tracked using scale scores. Plotting the mean (or average) scale scores for each grade within a school or district for successive years allows relative academic growth to be tracked from one year to the next. Evaluation of trends over time within a group of students and across grades can help educational planning in a variety of ways.

Scale scores (unlike national percentiles) can be added, subtracted, and averaged across test levels. Scale scores permit some comparisons among classes, schools, or entire districts, for each academic content area. Scale scores within a content area may also be compared across grades and over time, providing some evidence of the success of programs if students served are in the tested group. While WKCE enhancements were made beginning in 2002–2003 to improve coverage of Wisconsin standards, strong similarities continue to exist between the WKCE this year and the WKCE in past years. Keep in mind, however, that even minor changes in content covered by tests cause scale scores for these tests to have slightly different meanings. Cross-grade comparisons using scale scores should be done cautiously. Comparisons between grade 8 and grade 10 are more stable than comparisons between grade 4 and grade 8, because there are more intervening grade levels between grade 4 and 8.

Each content area is scaled separately; therefore, the scale scores for one content area cannot be compared with the scale scores for another content area. When considering a student's scale score in one content area, do not compare that to the student's performance in other content areas to gain information about areas of relative strength or weakness.

Proficiency Categories

The proficiency categories provided for the WKCE are specific to Wisconsin and are based on the actual knowledge and skills as represented by test items included in the examinations. The WKCE results are reported in terms of four categories: Advanced, Proficient, Basic, and Minimal Performance or Pre-Requisite Skills. The four proficiency categories were established by a group of Wisconsin educators and other citizens who served on twelve Proficiency Standard-Setting Panels in February 2003. The panelists placed the proficiency cut scores in a manner that directly reflects criteria for student performance on this test as administered in November. Panelists were instructed to consider the content knowledge and skills that students must have at the beginning of the school year in order to be successful at mastering the Model Academic Standards by the end of the year.

The tables on the following page provide general descriptions of the WKCE proficiency categories and the scale score range for each performance category for each content area at grades 4, 8, and 10.

WKCE Proficiency Definitions and Scale Score Performance Ranges

	Proficiency Definitions
Advanced	Students demonstrate in-depth understanding of the academic knowledge and skills tested on the WKCE.
Proficient	Students demonstrate competency in the academic knowledge and skills tested on the WKCE.
Basic	Students demonstrate some academic knowledge and skills tested on the WKCE.
Minimal Performance	Students demonstrate very limited academic knowledge and skills tested on the WKCE.

For more information about the academic proficiency definitions, see the DPI Web site at:
<http://www.dpi.state.wi.us/oea/profdesc.html>.

Grade 4					
	Reading	Language Arts	Mathematics	Science	Social Studies
Advanced	653 – 780	658 – 757	649 – 770	663 – 799	639 – 763
Proficient	616 – 652	621 – 657	614 – 648	614 – 662	611 – 638
Basic	585 – 615	592 – 620	602 – 613	579 – 613	592 – 610
Minimal Performance	433 – 584	465 – 591	403 – 601	421 – 578	460 – 591

Grade 8					
	Reading	Language Arts	Mathematics	Science	Social Studies
Advanced	698 – 820	702 – 819	730 – 872	717 – 857	693 – 803
Proficient	654 – 697	668 – 701	682 – 729	682 – 716	662 – 692
Basic	633 – 653	644 – 667	659 – 681	660 – 681	639 – 661
Minimal Performance	507 – 632	523 – 643	502 – 658	487 – 659	523 – 638

Grade 10					
	Reading	Language Arts	Mathematics	Science	Social Studies
Advanced	711 – 838	740 – 835	769 – 892	740 – 893	714 – 821
Proficient	694 – 710	696 – 739	723 – 768	710 – 739	695 – 713
Basic	676 – 693	672 – 695	702 – 722	697 – 709	689 – 694
Minimal Performance	529 – 675	535 – 671	530 – 701	501 – 696	548 – 688

The Purpose of Standard Setting

In February 2003, Wisconsin educators established cut scores. Students whose scale scores meet or exceed the cut scores have demonstrated knowledge, skills, and abilities sufficient for educators to infer that these students have achieved a given level of performance (e.g., Advanced, Proficient, Basic, or Minimal Performance) relative to a set of specific content standards. Standard Setting is a method of determining cut scores that correspond to performance levels. For a large-scale assessment such as the WKCE, cut scores must take into consideration the difficulty of the test, as well as the knowledge, skills, and abilities expected of students to answer each test question.

The Bookmark Standard-Setting Procedure is a research-based method, which was used to set valid, meaningful cut scores for the WKCE. This fair and technically sound approach was conducted by a representative group of educators and citizens who were well versed in the state's content standards and in what is taught in each content area and grade level.

Standards Performance Summary Report

The Standards Performance Summary Report summarizes student performance by Wisconsin content standard through the use of an Average Standards Performance Index. The statistical procedure used to calculate the index is based on student performance on the WKCE test items measuring each content standard and related performance on other WKCE test items. Information provided by the index is particularly useful in analyzing curriculum and comparing performances across student groups. For another perspective, based on raw scores and maximum possible scores, see the Item Analysis Summary by Standard.

Each WKCE content area test measures student learning with respect to the Wisconsin Model Academic Standards. The Standards Performance Index (SPI) is a statistical value that reflects the number of questions that a student could be expected to answer correctly if there had been 100 such questions measuring that content standard on the WKCE test. This is a better measure of the student's performance than a simple percentage of correct answers to a small number of questions. The Average SPI is the mean of the SPIs for students tested in that content standard.

Holistic Scores

Holistic scores are used only to report the writing test results. This score reflects students' writing skills.

Writing Holistic Score—Condition Codes:

LB = Left Blank

IL = Illegible

AL = Another Language

INVALID = Score Invalidated

At grade 10, the above condition codes are treated the same as zero for computing the Language Arts scale score if the student took the WKCE Language Arts test. But a valid score (without a condition code) on the WKCE writing prompt is included in calculating "Average Points."

Composing and Conventions Rubrics

The Wisconsin writing program has two parts—Rhetorical (Writing) and Conventions (Language)—which are scored using a 0–6 and a 0–3 point scale, respectively.

Students' papers are scored using two holistic rubrics: a 6-point Composing rubric, which measures students' ability to write purposeful, focused, organized prose directed clearly and effectively to an audience, and a 3-point Conventions rubric, which measures students' ability to control the conventions of standard written English appropriate to the grade level.

Relationship of the Impromptu Essay Score to the WKCE Language Arts Score

During the fall 2004 administration of the WKCE, the points earned on the impromptu essay at grade 10 were incorporated into the same scoring scale as all other points earned on the reading/language arts portion of the examination. Because the 10th-grade WKCE examination this year is a fully customized instrument, the essay was built into the test design. At grades 4 and 8, however, the points earned on the impromptu essay are **not** incorporated into the same scoring scale as the other points earned on the Language Arts portion of CTB/McGraw-Hill's *TerraNova* examination.

Special Note on 10th-Grade Scoring

While the Conventions rubric at grade 10 reflects the 12th-grade nature of the Wisconsin Model Academic Standards, the prompts and rubrics were pilot-tested with second-semester 10th graders in February 2000. Therefore, while the Wisconsin Model Academic Standards describe expectations at 12th grade, the design and implementation of the rubrics and supporting anchor papers reflect expectations of student performance at the 10th-grade level.

Special Note on "0" Scores

Papers that are off-topic (no relation to the assigned task whatsoever) receive scores of zero rather than a condition code for both the Composing and Conventions score. Papers that are merely somewhat off-topic are scored, as there may have been some confusion on the student's part or an inability to understand the task. The lack of focus will result in a lower Composing score.

Wisconsin Writing Exemplar Booklet

For more information about the WKCE writing assessment, scoring rubrics, samples of student writing, and a discussion of how each essay was scored, see the *Writing Exemplar Booklet* at http://www.dpi.state.wi.us/dpi/oea/kce_publin.html.

4th-Grade Wisconsin Writing Rubric—6-Point Composing Scoring Guide

Elements of Rubric	Purpose and Focus	Organization and Coherence	Development of Content	Sentence Fluency	Word Choice
Element Description	Consistently focuses on the topic and maintains a unified purpose Demonstrates understanding of the requirements of the assigned task	Uses a logical plan of development with an effective beginning, middle, and end Keeps relationships among ideas clear Uses paragraphs logically and uses appropriate transitional devices	Expands and supports main ideas with specific details, examples, and/or reasons that are 1) clearly related to the topic and purpose and 2) effective for the audience	Uses varied sentence structures, creating a fluent, effective, and readable style	Controls word choice with respect to both denotation and connotation Demonstrates attention to context (audience, purpose, situation, tone) Evidences some control over figurative language for rhetorical effect (e.g., metaphors, similes)
Positive Descriptors	Focused, unified, controlled, relevant	Well-organized, integrated, smooth, controlled, coherent	Thorough, specific, well-developed, well-supported, well-illustrated, insightful, convincing	Fluid, varied, controlled, effective	Vivid, precise, concrete, concise
Negative Descriptors	Rambling, loosely related, redundant, irrelevant, lacks purpose	Disorganized, hard to follow, mechanical, illogical shifts, incoherent	Vague, general, simplistic, superficial, incomplete, illogical, inadequately supported, lacks illustration	Choppy, simple, repetitive, garbled, ineffective, awkward	Awkward, imprecise, vague, wordy, repetitive

4th-Grade Wisconsin Rubric Holistic Scoring Scale

- 6 Exemplary control of the domain
- 5 Advanced control of the domain
- 4 Proficient control of the domain
- 3 Adequate control of the domain
- 2 Basic control of the domain
- 1 Minimal control of the domain
- 0 Off topic

4th-Grade Wisconsin Writing Rubric—3-Point Conventions of Written English

3 points **Advanced Control**

The response demonstrates advanced control of a wide range of conventions identified in the 4th-grade Wisconsin Model Academic Standards in English Language Arts:

- Uses parts of speech effectively, including nouns, pronouns, and adjectives
- Uses adverbials effectively, including words and phrases
- Employs principles of agreement related to number, gender, and case
- Capitalizes proper nouns, titles, and initial words of sentences
- Uses punctuation marks and conjunctions, as appropriate, to separate sentences and connect independent clauses
- Uses commas correctly to punctuate appositives and lists
- Spells correctly in general and even on more difficult words
- Uses word order and punctuation marks to distinguish statements, questions, exclamations, and commands
- Errors are infrequent and minor

2 points **Proficient Control**

The response demonstrates proficient control of the essential conventions identified in the 4th-grade Wisconsin Model Academic Standards in English Language Arts:

- Generally controls grammar and usage (principles of agreement, noun and verb forms, superlative and comparative forms)
- Capitalizes proper nouns, titles, and initial words of sentences
- Uses end-stop punctuation correctly most of the time; internal punctuation (commas, apostrophes) is sometimes missing or wrong
- Generally uses correct spelling with common words but has problems with more difficult words
- Errors are typical of those commonly found in a rough draft; errors do not significantly distort meaning

1 point **Minimal Control**

The response demonstrates minimal control of the essential conventions identified in the 4th-grade Wisconsin Model Academic Standards in English Language Arts:

- Contains numerous serious end-stop punctuation errors, resulting in fragments, comma splices, run-ons
- Shows poor control of subject/verb agreement, possessive forms, capitalization, superlatives, and comparatives
- Spelling errors are frequent, even on common words
- Errors are frequent, varied, and distracting

0 points **Off Topic**

8th-Grade Wisconsin Writing Rubric—6-Point Composing Scoring Guide

Elements of Rubric	Purpose and Focus	Organization and Coherence	Development of Content	Sentence Fluency	Word Choice
Element Description	Clearly presents and maintains a unified purpose, focus, and/or thesis Demonstrates understanding of the requirements of the assigned task	Frames the discussion with an effective introduction and conclusion Creates a logical structure of development for the topic, thesis, and purpose Uses transitional strategies (from idea to idea, paragraph to paragraph, and sentence to sentence)	Demonstrates quality of invented content (e.g., of explanations, arguments, rationale, ideas, details, examples, illustrations) Demonstrates thoroughness in the elaboration of content	Demonstrates use of varied syntactic structures, including simple, compound, complex, and compound-complex sentences Evidences some control over stylistic effects (e.g., variety, readability)	Controls word choice with respect to both denotation and connotation Demonstrates attention to context (audience, purpose, situation, tone) Evidences some control over figurative language for rhetorical effect (e.g., similes, metaphors, personification)
Positive Descriptors	Focused, unified, controlled, relevant	Well-organized, integrated, smooth, controlled, coherent	Quality: clear, convincing, accurate, effective, well-reasoned, insightful Thoroughness: specific, well-developed, well-supported, well-illustrated	Fluid, varied, controlled, effective	Apt, discriminating, vivid, precise, concrete, concise
Negative Descriptors	Rambling, loosely related, redundant, irrelevant, lacks purpose	Disorganized, hard to follow, mechanical, illogical shifts, incoherent	Quality: vague, imprecise, inaccurate, simplistic, poorly reasoned, superficial Thoroughness: incomplete, general, inadequately developed, inadequately supported, lacking illustration	Choppy, monotonous, garbled, ineffective, awkward	Inappropriate, clichéd, awkward, imprecise, vague, wordy

8th-Grade Wisconsin Rubric Holistic Scoring Scale

- 6 Exemplary control of the domain
- 5 Advanced control of the domain
- 4 Proficient control of the domain
- 3 Adequate control of the domain
- 2 Basic control of the domain
- 1 Minimal control of the domain
- 0 Off topic

8th-Grade Wisconsin Writing Rubric—3-Point Conventions of Written English

3 points **Advanced Control**

The response demonstrates advanced control of a wide range of conventions identified in the 8th-grade Wisconsin Model Academic Standards in English Language Arts:

- Uses words, phrases, and clauses effectively, including coordinate and subordinate conjunctions, relative pronouns, and comparative adjectives
- Uses correct tenses to indicate the relative order of events
- Employs principles of agreement, including subject-verb, pronoun-noun, and preposition-pronoun
- Punctuates compound, complex, and compound-complex sentences correctly
- Employs the conventions of capitalization
- Spells frequently used words correctly and uses effective strategies for spelling unfamiliar words
- Errors are infrequent and minor

2 points **Proficient Control**

The response demonstrates proficient control of the conventions identified in the 8th-grade Wisconsin Model Academic Standards in English Language Arts:

- Generally controls grammar and usage (principles of agreement, noun and verb forms, pronoun reference, superlative and comparative forms)
- Generally uses phrases, dependent and independent clauses clearly and correctly
- Capitalizes most words correctly; control over more sophisticated capitalization skills may be spotty
- Uses end-stop punctuation correctly most of the time; internal punctuation (commas, apostrophes, semicolons) is sometimes missing or wrong
- Generally uses correct spelling with grade-level words and reasonable phonetic approaches to more difficult words
- Makes errors typical of those commonly found in a rough draft; errors do not seriously distract the reader

1 point **Minimal Control**

The response demonstrates minimal control of the conventions identified in the 8th-grade Wisconsin Model Academic Standards in English Language Arts:

- Contains numerous serious end-stop or internal punctuation errors, resulting in fragments, comma splices, run-ons
- Shows poor control of grammar and usage (principles of agreement, verb and/or noun forms including possessives, pronoun reference, superlative and comparative forms, appropriate use of phrases, independent and dependent clauses, capitalization)
- Frequently misspells words, even those on grade level
- Makes errors that are frequent, varied, and distracting

0 points **Off Topic**

10th-Grade Wisconsin Writing Rubric—6-Point Composing Scoring Guide

Elements of Rubric	Purpose and Focus	Organization and Coherence	Development of Content	Sentence Fluency	Word Choice
Element Description	Explicitly states, or strongly implies, a thesis or unifying purpose that firmly guides the paper	Frames the discussion with an effective introduction and conclusion Creates a logical structure of development for the topic, thesis, and purpose Uses effective and varied transitional strategies (from idea to idea, paragraph to paragraph, and sentence to sentence)	Demonstrates quality of invented content (e.g., of explanations, arguments, rationale, ideas, details, examples, illustrations) Demonstrates thoroughness in the elaboration of content	Demonstrates syntactic control of simple, compound, complex, and compound-complex sentences Evidences some control over stylistic effects (e.g., flow, cadence, parallelism, variety, readability, judicious use of active and passive voice, effective repetition)	Controls word choice with respect to both denotation and connotation Demonstrates attention to context (audience, purpose, situation, tone) Evidences some control over figurative language for rhetorical effect (e.g., metaphors, similes, hyperbole, analogies)
Positive Descriptors	Focused, unified, controlled, relevant	Well-organized, integrated, smooth, controlled, coherent	Quality: clear, precise, accurate, effective, well-reasoned, insightful Thoroughness: complete, specific, well-developed, well-supported, well-illustrated	Fluid, varied, controlled, effective, skilled	Apt, discriminating, vivid, precise, concrete, concise
Negative Descriptors	Rambling, loosely related, redundant, irrelevant, lacks purpose	Disorganized, hard to follow, mechanical, illogical shifts, incoherent	Quality: vague, imprecise, inaccurate, simplistic, poorly reasoned, superficial Thoroughness: incomplete, general, inadequately developed, inadequately supported, lacking illustration	Choppy, monotonous, garbled, ineffective, awkward	Inappropriate, clichéd, awkward, imprecise, vague, wordy

10th-Grade Wisconsin Writing Rubric—3-Point Conventions of Written English

3 points **Advanced Control**

The response demonstrates advanced control of a wide range of conventions identified in the 12th-grade Wisconsin Model Academic Standards in English Language Arts:

- Uses words, phrases, and clauses effectively, including interrelated clauses in complex sentences
- Uses correct tenses, including conditionals, to indicate the relative order and relationship of events
- Employs principles of agreement, including subject-verb, pronoun-noun, and preposition-pronoun
- Punctuates compound, complex, and compound-complex sentences correctly, including appropriate use of colons, hyphens, dashes, ellipses, and italics; punctuates dialogue correctly; follows citation conventions
- Employs the conventions of capitalization
- Generally uses correct spelling with grade-level words and reasonable phonetic approaches to more difficult words
- Makes errors typical of those commonly found in a rough draft; errors do not seriously distract the reader

2 points **Proficient Control**

The response demonstrates proficient control of essential conventions identified in the 12th-grade Wisconsin Model Academic Standards in English Language Arts:

- Generally controls grammar and usage (principles of agreement, noun and verb forms, pronoun references, superlative and comparative forms)
- Generally uses phrases, dependent and independent clauses clearly and correctly
- Uses end-stop punctuation correctly most of the time; internal punctuation (commas, apostrophes, semicolons, colons) is sometimes missing or wrong; sometimes fails to punctuate dialogue correctly or to accurately follow citation conventions
- Employs the conventions of capitalization
- Generally uses correct spelling with grade-level words and reasonable phonetic approaches to more difficult words
- Makes errors typical of those commonly found in a rough draft; errors do not seriously distract the reader

1 point **Minimal Control**

The response demonstrates minimal control of essential conventions identified in the 12th-grade Wisconsin Model Academic Standards in English Language Arts:

- Contains numerous serious end-stop or internal punctuation errors, resulting in fragments, comma splices, run-ons
- Shows poor control of grammar and usage (principles of agreement; verb and/or noun forms; pronoun reference; superlative and comparative forms)
- Shows poor control of spelling, even on grade-level words
- Makes errors that are frequent, varied, and distracting

0 points **Off Topic**

Holistic Scale Guidelines

For the Wisconsin Writing Assessment Program, the criteria for the holistic score points are carefully designed to focus on qualities typical of all kinds of writing. Evaluators then adapt these to suit the needs of students at a particular grade level.

No brief description can comprehensively describe all the strengths and weaknesses or even list the elements that might be found in every composition. Instead, the guidelines focus on some significant elements and some important ways to evaluate skill in writing, leaving many decisions to the discretion of experienced evaluators.

Composing Rubrics: Clarification for Scorers

Keep in mind that a paper need not meet all the criteria at a given score point to be assigned that score. A “5” paper, for example, may contain some characteristics of a “6” and some characteristics of a “4,” but overall will most closely match the criteria for a “5.”

6 Points

This paper demonstrates exemplary control of focus, purpose, organization, coherence, and development. An appropriate sense of audience is evident throughout, guiding the writer’s word choice and selection, arrangement, and development of content.

- The introduction and conclusion skillfully frame and clarify the writer’s purpose and address the needs of the audience.
- The writer’s focus or thesis is either explicitly stated or strongly implied and consistently guides the paper’s development.
- The writer’s organizational strategy is clear and effectively carried out.
- Coherence is consistently very well controlled; connections among sentences, ideas, and paragraphs are consistently clear. Transitional strategies are effective and varied.
- Content is thoughtful, insightful, and unusually well developed and supported.
- Syntax is very well controlled, resulting in a fluid, varied, and effective writing style.
- Word choice is unusually skilled (discriminating, precise, apt, habitually concrete) and guided by the writer’s sense of purpose and audience.

5 Points

This paper demonstrates advanced control of focus, purpose, organization, coherence, and development. An appropriate sense of audience is evident throughout, guiding the writer’s word choice and selection, arrangement, and development of content.

- The introduction and conclusion create a logical context for the body of the paper but may be more formulaic and less effective for the audience than the exemplary response.
- The writer’s focus or thesis is either explicitly stated or strongly implied. Overall, the student’s focus is clearly evident, though the response may contain a paragraph or section where focus is briefly lost.
- The writer’s organizational strategy is clear and effectively carried out.
- Coherence is generally well controlled; connections among sentences, ideas, and paragraphs are usually clear. Transitional strategies are used to aid readers.
- Content is solidly developed and supported, but elaboration is less consistently specific and insightful than in the 6-point paper.
- Syntax is consistently clear and effective.
- Overall, word choice is very effective and guided by the writer’s sense of purpose and audience.

4 Points

This paper demonstrates proficient control of focus, purpose, organization, coherence, and development. Awareness of audience is generally evident.

- The introduction and conclusion create a logical context for the body of the paper but may be more formulaic and less effective for the audience than exemplary and advanced responses.
- The writer's focus or thesis is either explicitly stated or strongly implied. Overall, the student's focus is clearly evident, though the response may contain a paragraph or section where coherence is briefly lost.
- The writer's organizational strategy is clear and effectively carried out.
- Coherence is generally controlled; connections among central ideas are clear. Transitional strategies are present but may be less smoothly handled than exemplary and advanced responses.
- Content is developed and supported. Elaboration is typically more general than exemplary and advanced responses.
- Syntax is generally clear and provides no barrier to understanding.
- Overall, word choice is clear and appropriate but tends to be less precise and effective than the exemplary and advanced responses.

3 Points

This paper demonstrates adequate control of focus, purpose, organization, coherence, and development. The sense of real communication with an audience is often lacking, resulting in weaknesses in several skill areas.

- An introduction and conclusion frame the discussion but tend to be ineffective for the audience.
- The writer's focus or thesis is stated or implied but may be general or overly vague; the focus may only partially guide the paper's development. Readers may sense the writer's lack of clear purpose.
- The writer's overall organizational plan is carried out.
- Coherence is, in general, adequately controlled; connections among central ideas are fairly clear. Transitional strategies are usually present between paragraphs, but they may tend to be highly formulaic and ineffective for the audience.
- Content is underdeveloped, often or habitually general, vague, repetitious, weak. Readers may sense the writer has one or two generic ideas that are repeated over and over in lieu of development. Wandering from the point may cover the writer's inability to develop his or her purpose. The writer often seems to lack a sense of communication with an audience.
- Syntax can range from generally clear to frequently awkward or choppy and monotonous.
- Word choice tends to be vague, general, or clichéd.

2 Points

This paper demonstrates basic control of focus, purpose, organization, coherence, and development. Awareness of the audience and real communicative purpose are lacking or absent.

- An introduction and conclusion may be present but are very underdeveloped and inattentive to the needs of an audience.
- The writer makes an attempt to create a focus or thesis in response to the prompt. Focus and purpose may only partially guide the paper's development.
- The writer makes a discernable attempt to organize the response.
- Coherence is often lacking. Connections among central ideas are frequently unclear. Little or no attempt is made to create transitional strategies to aid readers.
- Content is very vague and underdeveloped, though the writer makes an attempt to sustain a response to the prompt.
- Syntax is frequently awkward and uncontrolled.
- Word choice is frequently vague, awkward, and inadequate to the task.

1 Point

This paper demonstrates minimal control of focus, purpose, organization, coherence, and development. Awareness of the audience and real communicative purpose are lacking or absent.

- The writer states something relevant to the prompt but makes no attempt to sustain its development.

Locating Different Scores in Your Reports

Because there are many different reports and scores available for the *Knowledge and Concepts Examinations*, the table below provides help in locating the different scores in the reports.

Scores	Reports	Individual Profile Report	School Record Sheet	Proficiency Summary School/District/State ¹	Scale Score Summary Report ¹	Standards Performance Summary ¹	Item Analysis Summary by Standard ¹	Item Response Analysis: WKCE Selected-Response Items	Item Response Analysis: WKCE Constructed-Response Items	Extended Writing Sample by Student Group	Extended Writing Sample by Rubric
Scale Scores		✓	✓		✓						
Proficiency Scores		✓	✓								
Holistic Scores		✓	✓							✓	✓
Frequency/Cumulative Frequency by Standard									✓		
Percent/Cumulative Frequency by Standard									✓	✓	✓
Percent Correct							✓	✓			
Average Points			✓				✓		✓	✓	✓
Percent at Each Point							✓			✓	✓
Distractor Analysis by Standard								✓			
Standards Performance Index						✓					
Mean Scale Score					✓						
Standard Deviation			✓		✓						
State Percentiles/Quarters					✓						
Summary Scores			✓							✓	✓
Disaggregated Scores				✓	✓	✓	✓			✓	
Condition Codes		✓									✓

¹Reports will be provided for each academic content area tested: Reading, Language Arts, Mathematics, Science, Social Studies, and Writing.

WKCE Reports

Viewing the Reports

Beginning with the fall 2004 test administration, all reports except the Individual Profile Report (IPR) are accessible online only, not on printed forms.

See the Wisconsin Student Assessment System School Performance Report Web site at http://www.dpi.state.wi.us/dpi/oea/spr_kce.html to access the reports. Use the information in the Administrator's Interpretive Guide to identify types of scores and features common to the reports.

It is important to note that these reports were designed to provide information to improve student achievement and for accountability purposes. The table below presents a listing of WKCE reports, their modes or levels, their private and/or public status, and their report phases.

Report	Mode/Level	Public/ Private	Report Phase
Individual Profile Report	Student/School	Private	One
School Record Sheet (including final summary page)	School; District/summary; State/summary	Private	One
Extended Writing Sample by Rubric	School/District/State	Public	One
Item Response Analysis: SR Items	School/District/State	Public	One
Item Response Analysis: CR Items	School/District/State	Public	One
Proficiency Summary Report	School/District/State	Public/ Private	Two
Scale Score Summary Report	School/District/State	Public/ Private	Two
Standards Performance Summary	School/District/State	Private	Two
Item Analysis Summary by Standard	School/District/State	Private	Two
Extended Writing Sample by Student Group	School/District/State	Private	Two

Features Common to All Reports

Each of the reports listed contains the features described below. Because these features are common to all reports, they will be identified and pointed out, but not discussed in any detail in the content description of each report.

Identifying Information: Identifying information is found in the left panel of the report and includes school and/or district names, grade level tested, test date, and scoring pattern. The testing window for the 2004–2005 academic year was November 1–19, 2004. The Student Report includes student-identifying information.

Purpose Statement: The purpose statement is also found in the left panel of each report. It explains what the report contains and how the information may be used. This will help in interpreting the test results for individual students, schools, and districts.

Total Enrollment/Number of Students: The total enrollment of students is found on the school and district reports. Generally, this includes all students attending public schools in the school or district. However, test results for any student with a disability who resides in one district and who attends school in another district are reported with results for the district responsible for the IEP. This is the district of residence unless the student is attending school out-of-district under Open Enrollment or Chapter 220. All students attending a school under Open Enrollment or Chapter 220 are included with results for the school and district of attendance.

Features Unique to the Item Response Analysis Report

The Item Response Analysis Report reports the Model Academic Standards performance standard measured by each item.

The Item Response Analysis Report for grade 10 Science, Content Standard A, Science Connections, reports the unifying themes of science as follows:

- A.1 Systems: There are organized groups or related parts that make up a whole
- A.2 Order: The behavior of units of matter, objects, organisms, or events in the universe
- A.3 Organization: There are related systems within systems that comprise the universe
- A.4 Interactions: Influence of objects, materials, or events on one another
- A.5 Evidence: Use of data or documentation to support a conclusion
- A.6 Models: Models help explain natural phenomena
- A.7 Change: The environment is constantly undergoing change
- A.8 Constancy: There is stability in cause-effect relationship
- A.9 Measurement: Quantification of change in systems
- A.10 Evolution: The knowledge and processes of science have changed over a long period of time
- A.11 Equilibrium: The physical state in which forces and changes occur in opposite and off-setting directions
- A.12 Energy: There are many forms of organizations with matter as well as existing independent of matter
- A.13 Form and function: Complementary aspects of objects, organisms, and systems in the natural world

Individual Profile Report

The *Wisconsin Knowledge and Concepts Examinations* provide information about educational achievement and skills in basic content areas. The sample 8th-grade Individual Profile Report on page 23 indicates an 8th-grade student's proficiency levels in Reading/Language Arts, Mathematics, Science, and Social Studies. The report will provide a complete record of the student's performance, including general information about achievements in these content areas as well as specific information about the student's levels of proficiency. This information can provide a basis for planning an educational program to meet specific academic needs.

Proficiency Levels—Page 1

This report provides information about a student's achievement in five subject areas in terms of four proficiency levels: Advanced, Proficient, Basic, and Minimal Performance. Using this report, parents and educators can compare student performance to proficiency levels defined by Wisconsin educators, and identify areas of relative strength and need. This report also provides an explanation of WKCE proficiency levels and the WKCE writing program scores.

PROFICIENCY LEVELS

- A Identifying Information.** The student's name and grade are shown in the top left-hand panel of the report. You will also find the student's birth date, test date, school, and district listed in the lower part of this panel.
- B Purpose.** This statement indicates what the report contains and how to use the data. This helps teachers and parents/guardians interpret the test results.
- C Proficiency Levels.** The chart provides information about student achievement in terms of proficiency levels. The proficiency levels are Advanced, Proficient, Basic, and Minimal Performance.

For each subject, a scale score range for each proficiency level is indicated in *italics*. The bar graph indicates the proficiency level the student achieved in each content area. The number in **boldface** type above the bar graph shows the scale score obtained by the student. This score determines the proficiency level the student attained. It must be within the scale score range of the proficiency level the student is shown to have attained.

For example, the sample report shows that this 8th-grade student achieved a scale score of 690 in Reading, as shown in bold above the bar graph. This score falls within the Reading scale score range of 654–697, the Proficient level. This means that this student's performance falls into the "Proficient" level in Reading. This information shows how close the student's obtained score is to the upper or lower boundaries of the proficiency level.

- D Explanation of WKCE Proficiency Levels.** This section provides an explanation of the WKCE proficiency levels.
- E WKCE Writing.** This section provides the type of writing mode the student was tested on. Each grade (4, 8, and 10) may have responded to a different writing prompt. If a student did not take the writing test, this section will be left blank. The writing scores include the 6-point Composing score and the 3-point Conventions score.
- F Observations.** This section provides individualized interpretive information about the student scores.



Individual Profile Report

DEBORAH L. SCHOENLEBER

Grade: 8

Simulated Data

Purpose

This report presents information about a student's achievement in five subject areas, in terms of four proficiency levels: minimal performance, basic, proficient, and advanced. Using this report, parents and educators can compare student performance to proficiency levels, defined by Wisconsin educators, and identify areas of relative strength and need.

Birthdate: 02/08/91

Test Date: 11/01/04

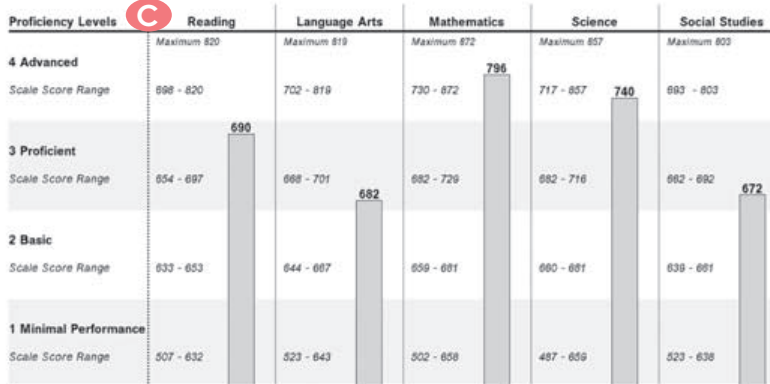
Scoring: PATTERN (IRT)

School: ANYSCHOOL
District: ANYDISTRICT
State: WISCONSIN

Page 1



Wisconsin Knowledge and Concepts Examinations Results



Explanation of WKCE Proficiency Levels

4 Advanced
Demonstrates in-depth understanding of academic knowledge and skills tested on WKCE.

3 Proficient
Demonstrates competency in the academic knowledge and skills tested on WKCE.

2 Basic
Demonstrates some academic knowledge and skills tested on WKCE.

1 Minimal Performance
Demonstrates very limited academic knowledge and skills tested on WKCE.

Observations
The bold number above the shaded bar for each subject indicates the student's scale score. A scale score is a measure of performance of this student on the WKCE subject area test. The numbers in italics in each of the columns indicate the scale score range for each of the proficiency levels. This allows you to see how close the student's score is to the upper and lower boundaries of the proficiency level. A student's scale scores do not have the same meaning across subjects, but may be compared to the student's scores for the same subject over time and to average scores of groups of students in that subject. For more information about scale scores and understanding this report see the *Interpretive Guide for Students and Parents* on the web at: http://www.dpi.state.wi.us/oea/wkce_public.html.

WKCE Writing

Mode: Persuasive

Composition: 4.0

Conventions: 2.0

Total Score: 6.0

The extended writing sample is scored with two holistic rubrics. A six-point composing rubric evaluates students' ability to control purpose/focus, organization/coherence, development of content, sentence fluency, and word choice. A three-point conventions rubric evaluates students' ability to control punctuation, grammar, capitalization, and spelling. Points received on these two rubrics are combined to produce a single score on this report. Maximum possible score is nine points. The points earned on the extended writing sample are not included in either the Reading or Language Arts scale scores at grades 4 and 8. At grade 10, these points are included in the Language Arts scale score.

08/27/04



Individual Profile Report

DEBORAH L. SCHOENLEBER

Grade: 8

Simulated Data

Purpose

This report presents information about student performance on WSAS Supplemental Assessments and Wisconsin Alternate Assessments (if taken by the student). Using this report, parents and educators can compare student performance to defined proficiency levels and identify areas of relative strength and need.

Birthdate: 02/08/91

Test Date: 11/01/04

Scoring: PATTERN (IRT)

School: ANYSCHOOL
District: ANYDISTRICT
State: WISCONSIN

Page 2

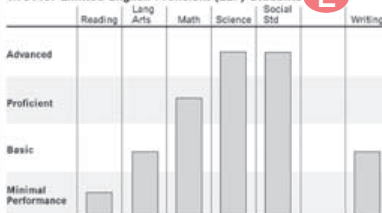


WSAS Supplemental Assessments

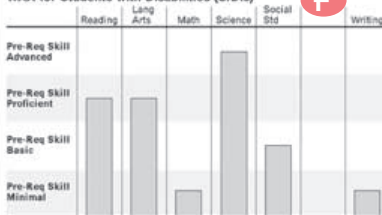
No WSAS Supplemental Assessments for 2004 - 2005

Wisconsin Student Assessment System Alternate Assessments

WAA for Limited English Proficient (LEP) Students



WAA for Students with Disabilities (S/Dis)



Notes: WSAS Alternate Assessments (WAA)

WAA are standards-based alternatives to WKCE tests at grades 4, 8, and 10 and consist of DPI-approved protocols and rubrics for the local collection and local scoring of student work. Limited English Proficient students whose academic English skills are not sufficient to take the WKCE test in the subject area with allowable language accommodations (Pre-Req Skill English), and students with disabilities who are not able to demonstrate some of the knowledge and skills on the WKCE test in the subject area with allowable accommodations (Pre-Req Skill), are required to take WSAS Alternate Assessments. See: <http://www.dpi.state.wi.us/oea/wsaalt.html>

WAA-LEP - Students at English Proficiency 1 or 2 are required to participate in this assessment. However, any student with LEP is eligible to take the WAA-LEP. Proficiency levels used in reporting WAA-LEP results correspond to those set for WKCE. See the front of this report for explanations of WKCE proficiency levels.

WAA-S/Dis - Pre-requisite Skill levels, based upon DPI-approved protocols and rubrics, are assigned to students with disabilities who are not able to demonstrate some of the knowledge and skills on the WKCE test in the subject area with allowable accommodations. These skill levels provide common benchmarks for describing where a student is currently functioning with regard to developmental expectations for all students.

PS Advanced - Student demonstrates a consistent understanding of the concepts and skills contained in the content area, but he or she is functioning at a level that is significantly below grade and/or developmental expectations. He or she requires minimal support to demonstrate his or her learning.

PS Proficient - Student demonstrates an emerging ability to understand and perform within the content area. Student's understanding of concepts and performance of most skills in the items is inconsistent, and he or she requires moderate support to demonstrate his or her learning.

PS Basic - Student attends to instruction in the content area and participates in activities with extensive support. Student responds or performs some skills in a limited number of settings.

PS Minimal - Student exhibits very few of the prerequisite skills and knowledge in the content area. He or she is unable to perform skills or demonstrate knowledge without full physical prompting in a highly structured setting.

08/01/04

Page 2 of the Individual Profile Report

This report provides information about student performance on WSAS Supplemental Assessments and Wisconsin Alternate Assessments (WAA), if taken by the student. (See a sample of page 2 of the report on page 23.) Using this report, parents and educators can compare student performance to define proficiency levels and identify areas of relative strength and need.

- A Identifying Information.** The student's name and grade are shown in the top left-hand panel of the report. You will also find the student's birth date, test date, school, and district listed in the lower part of this panel.
- B Purpose.** This statement indicates what the report contains and how to use the data. This helps teachers and parents/guardians interpret the test results.
- C WSAS Supplemental Assessments.** This section provides information on the WSAS Supplemental Assessments, which are designed to assess content standards that do not lend themselves to statewide standardized testing. No WSAS Supplemental Assessments were administered in 2004–2005.
- D WSAS Alternate Assessments (WAA).** The Wisconsin Student Assessment System Alternate Assessments section provides information on the WSAS Alternate Assessments, which are standards-based alternatives to the WKCE tests at grades 4, 8, and 10, and consist of DPI-approved protocols and rubrics for the local collection and local scoring of student work. Limited English proficient students whose academic English skills are insufficient to support taking the WKCE test in English in the subject area with allowable language accommodations, along with students with disabilities who are not able to demonstrate some of the knowledge and skills on the WKCE test in the subject areas with allowable accommodations, are required to take WSAS Alternate Assessments.
- E WAA-LEP (WAA for Limited English Proficient Students).** Students at English proficiency level 1 or level 2 are required to participate in this assessment. Proficiency levels used in reporting WAA-LEP results correspond to those set for WKCE.
- F WAA S/Dis.** The WSAS Alternate Assessments are based upon DPI-approved protocols and rubrics, and are available to students with disabilities who are not able to demonstrate some of the knowledge and skills measured on the WKCE test in the subject area with allowable accommodations.

PS Advanced—Student demonstrates a consistent understanding of the concepts and skills contained in the content area, but he or she is functioning at a level that is significantly below grade and/or developmental expectations. He or she requires minimal support to demonstrate his or her learning.

PS Proficient—Student demonstrates an emerging ability to understand and perform within the content area. Student's understanding of concepts and performance of most skills in the items is inconsistent, and he or she requires moderate support to demonstrate his or her learning.

PS Basic—Student attends to instruction in the content area and participates in activities with extensive support. Student responds or performs some skills in a limited number of settings.

PS Minimal—Student exhibits very few of the prerequisite skills and knowledge in the content area. He or she is unable to perform skills or demonstrate knowledge without full physical prompting in a highly structured setting.

Note: This report is NOT for public review. Distribution within your school/district must be in accordance with state and federal privacy laws and local school board policy.

School Record Sheet

School Record Sheet

District: ANYDISTRICT

Grade: 8

Simulated Data

Purpose

This report lists specific WSAS results, by individual student, for all students within a school or some other specified group. The last page may be used to evaluate group achievement, and the preceding pages may be used to evaluate individual achievement. Achievement may be evaluated in comparison to proficiency levels and to the performance of other students in the state.

This report is NOT for public review. Distribution within your school/district must be in accordance with state and federal privacy laws, and local school board policy.

CONFIDENTIAL - DO NOT DISTRIBUTE

Test Date: 11/01/04 Scoring: PATTERN (IRT)

State: WISCONSIN 5578

Page 1

Students	Assessment - Score	Reading	Language Arts	Mathematics	Science	Social Studies	Writing (Persuasive)
ABERCROMBIE, STEVEN S Birthdate: 10/15/91	WKCE - PL WKCE - Scale Score WKCE Writing - Points	PROF 716	ADV 700	ADV 748	BASIC 696	PROF 697	LB
BOGART, PETER P Birthdate: 06/02/91	WAA for LEP - PL WAA for S/Dis - PL WKCE - PL WKCE - Scale Score WKCE Writing - Points	MINIMAL 555	BASIC 600	MINIMAL 556	MINIMAL 565	BASIC 668	4.0
BRUDOWSKI, BRYAN J Birthdate: 09/25/91	WAA for LEP - PL WAA for S/Dis - PL WKCE - PL WKCE - Scale Score WKCE Writing - Points	MINIMAL PS BASIC	BASIC PS BASIC	BASIC PS BASIC	MINIMAL PS BASIC	BASIC PS BASIC	PS MIN
CHAMBLISS, NICOLE L Birthdate: 12/22/91	WAA for LEP - PL WAA for S/Dis - PL WKCE - PL WKCE - Scale Score WKCE Writing - Points	MINIMAL MINIMAL	ADV ADV	BASIC BASIC	PROF PROF	BASIC BASIC	MINIMAL
COMPTON, ROBERT Birthdate: 03/28/91	WAA for LEP - PL WAA for S/Dis - PL WKCE - PL WKCE - Scale Score WKCE Writing - Points	PS ADV PROF 712	PS BASIC PS ADV	PS PROF PROF 710	PS MIN ADV 738	PS BASIC ADV 722	PS MIN 5.5
DONALDSON, DAVID J Birthdate: 01/04/91	WAA for LEP - PL WAA for S/Dis - PL WKCE - PL WKCE - Scale Score WKCE Writing - Points	INVALID INVALID INVALID	INVALID INVALID INVALID	PROF PROF 712	ADV ADV 706	PROF PROF 710	INVALID
WAA for LEP - PL WAA for S/Dis - PL		BASIC	PROF				

WKCE: Wisconsin Knowledge and Concepts Examinations
WSAS: Wisconsin Student Assessment System
WKCE Writing: Extended Writing Sample
WAA for LEP: WSAS Alternate Assessment for LEP students whose academic English skills are not sufficient to take the WKCE in the subject area with allowable accommodations (Pre-Requirement English). Proficiency levels used in reporting WAA for LEP results correspond to those set for WKCE.
WAA for S/Dis: WSAS Alternate Assessment for students with disabilities who are not able to demonstrate some of the knowledge and skills on the WKCE in the subject area with allowable accommodations (Pre-Requirement Skill). WAA for S/Dis categories are below the range of skills covered by WKCE for the grade level. See: <http://www.dpi.state.wi.us/oea/jsp/psprofasc.html>

PL: Proficiency Level or Category
PS: Pre-requisite skill level

LB: Left Blank
IL: Illegible
AL: Another Language

Note: This report is NOT for public review. Distribution within your school/district must be in accordance with state and federal privacy laws and local school board policy.

10/07/04



PUBLIC

District Proficiency Summary

District: ANYDISTRICT

Grade: 4

Simulated Data

Purpose

This report provides evidence about how well students are learning knowledge and skills that are important for progress in school and as adults. The long term goal is for ALL students to progress to the proficient or advanced levels. Meeting this goal will require broad public support.

*To protect student privacy, results are not reported in every row.

Test Date: 11/01/04
Scoring: PATTERN (IRT)
State: WISCONSIN
5578



2004-2005

Wisconsin Student Assessment System

Proficiency Summary Report: Reading

Advanced: Demonstrates in-depth understanding of academic knowledge and skills tested on WKCE.
Proficient: Demonstrates competency in the academic knowledge and skills tested on WKCE.
Basic: Demonstrates some academic knowledge and skills tested on WKCE.
Minimal Prof: Demonstrates very limited academic knowledge and skills tested on WKCE.
Pre-Req Skill: Demonstrates achievement below the range tested on WKCE.

Students in Wisconsin Public Schools
Students in this District
Students Not in District Full Acad Yr
Students in District Full Acad Yr
In Single School
Not in Single School
With Disabilities Attending Another Dist*
Combined Above Two Groups

Students in this District Full Academic Year by Demographic Group

Students in this District Full Acad Yr		64	64	33	31	2	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0
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1 All students are expected to take WSAS assessments except students who are excused by their parent. WSAS includes statewide standardized tests (e.g., WKCE), and Wisconsin Alternate Assessment (WAA). A standard testing window is provided so that students who are absent on any given day can take make-up tests. Some students are not assessed possibly due to long-term absences or other reasons.

2 The following students take alternate assessments (WAA) in the subject area in lieu of WKCE:

a) Students with disabilities who are not able to demonstrate some of the knowledge and skills on the WKCE test in the subject area with allowable accommodations (Pre-Req Skill).
b) Limited English Proficient students whose academic English skills are not sufficient to take the WKCE test in the subject area with allowable language accommodations (Pre-Req Skill English).

3 Proficiency categories used in reporting Alternate Assessment results for students in the "Pre-Req Skill English" category correspond to those set for WKCE.
4 Test results for students with disabilities who reside in this district but who are placed in a school in another district due to special educational needs are reported with the results for this district.

5 On Public (superseded) Reports, Combined Groups (Small Number) contained results for two or more racial/ethnic groups. Student results for any single group have been suppressed to protect privacy.

6 The number of students included in the percent will be the total number enrolled unless there are privacy concerns due to disaggregated school reporting.

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PROFICIENCY SUMMARY REPORT 2004-05

GENERAL INTERPRETATION

The "Proficiency Summary Report" shows student performance on Wisconsin Student Assessment System (WSAS) tests by proficiency category and by student group. The WSAS measures student achievement in five subject areas: reading, language arts, mathematics, science, and social studies. At present the WSAS includes both the WKCE, taken by nearly all students, and alternate assessments taken by certain students with limited English proficiency or disabilities.

All students are expected to take WSAS assessments except students who are excused by their parents. An extended testing window is provided so that students who are absent on any given day can take make-up tests. Some students are not assessed possibly due to long-term absences or other reasons.

The following students take alternate assessments in the subject area in lieu of regular assessments: a) Students with disabilities who are not able to demonstrate some of the knowledge and skills on the WKCE test in the subject area with allowable accommodations (Pre-Requisite Skill) and b) Limited English Proficient (LEP) students whose academic English skills are not sufficient to take the WKCE test in the subject area with allowable language accommodations (Pre-Requisite English) .

The results of the WKCE are reported in terms of four proficiency categories: advanced, proficient, basic, and minimal performance. Results for limited English proficient students participating in WAA are reported in terms of the same categories. For WKCE purposes, each of the four proficiency categories is associated with a range of scores. These WKCE score ranges were established by the State Superintendent of Public Instruction based on the work of Wisconsin educators and knowledgeable community members using a process designed by nationally recognized researchers. Ongoing studies monitor the relationships and document comparability between proficiency categories used for reporting of WAA-LEP, and WKCE tests.

The results for students with disabilities participating in WAA are also reported in terms of four proficiency categories: pre-requisite skill advanced, proficient, basic, and minimal. These categories are below the range covered by WKCE for the grade level.

HOW TO READ THIS REPORT

The report is organized with the subject areas as the main headings across the top. WSAS participation, WAA performance, and WKCE results are included under the subject headings. Student groups required for disaggregated reporting are listed down the left side.

Summary information about each student group can be read across the rows of the report. In each row, the first column shows the total number of students in that category enrolled in the grade. Percents across each row in unshaded columns add to 100% since each student is only counted once. Discrepancies may exist due to rounding. (If this is a district or school report, then only students enrolled in the district or school for a full academic year would be counted.)

Continuing across the row, the first column under the "No WSAS" subheading is called "% No WSAS (Total)," which is the percent of students enrolled who did not participate in WSAS in this subject. These students have no results under the WAA for S/Dis, WAA for LEP, and WKCE columns. The next two columns are the reasons students might not participate in WSAS; the sum of the percents in these two columns is the "% No WSAS (Total)."

The first column under the "WAA for S/Dis" subheading is "% Pre-Req

Skill (Total)," which is the percent of students enrolled who participated in WAA-S/Dis. The next four columns are the Pre-Requisite Skill levels, which are the WAA-S/Dis proficiency categories; the sum of these four percents is the "% Pre-Req Skill (Total)." Percents under the "WAA for LEP" and "WKCE" subheadings may be read in a similar manner.

STUDENT PRIVACY

On public reports, to protect student privacy, test results are not reported in every row. Care was taken to avoid disclosure of results for small groups of students either directly or indirectly. A group is considered small if the number of students in the group is five or fewer. Indirect disclosure occurs when results are reported both for all students in a group and for a large subset of this group leaving only a small subset not reported. Data about groups larger than five are sometimes not reported to avoid possible indirect disclosure of confidential information about the smaller group.

Privacy rules at the school level only need to consider the number of students in each group at that school. District level must consider the sizes of groups in the district and in each school of the district.

On Private Reports, test results are reported in every applicable row. Private Reports may contain personally identifiable information about individual students. Distribution of Private Reports within a school/district must be in accordance with state and federal privacy laws, and local school board.

Data that does not infringe on student privacy can be downloaded from the Office of Education Accountability website.

USING THIS REPORT TO IMPROVE LEARNING

For school and district improvement purposes, the focus is on the percentage of students enrolled who are performing at the proficient and advanced levels. The proficiency of students enrolled for a full academic year provides one indicator of how successful a school or district has been in meeting the academic needs of students in this grade up to the time of testing. The proficient and advanced categories are the long-term educational goals for all students in every group except for students with severe disabilities.

Student performance on WKCE has been reported by proficiency categories since 1997-98. The score ranges associated with these proficiency categories were changed in 2002-03. This change was made due to the increasingly high-stakes use of WKCE results and enhancements to WKCE to improve alignment with Wisconsin standards effective in 2002-03. Any comparisons made between current proficiency reports and reports prior to 2002-03 should be made with this in mind.

More detailed suggestions for using the information in this report can be found at the office of Educational Accountability website listed below. Note that no single test can tell whether students have learned everything that is important for students to learn. Additional local evidence should be reviewed for a more complete picture.

FOR MORE INFORMATION

Student privacy: www.dpi.state.wi.us/oea/priv_more.html.
WSAS supplemental assessments: www.dpi.state.wi.us/oea/wsassuppl.html
WSAS alternate assessments: www.dpi.state.wi.us/oea/wsasalt.html
WKCE proficiency standards: www.dpi.state.wi.us/oea/profdesc.html
Downloadable Summary Data: www.dpi.state.wi.us/oea/download.html



PRIVATE

Scale Score Summary Report

School: ANYSCHOOL

Grade: 4

Simulated Data

Purpose

This report provides information about the distribution of WKCE scores within and across student groups. Educators can compare scale scores at the median for a student group to scores below this median and above this median. Wide score distributions or low scores provide evidence of wide achievement gaps and/or low achievement.

Scale scores within a subject area may be compared across grades and over time providing some evidence of success of programs. Note that scale scores are not equivalent across subject areas because each subject area test is scaled separately. See the WKCE Administrators' Interpretive Guide for more information: www.dpi.state.wi.us/oea/kce_public.html#adminguide.

This report is NOT for public review. Distribution within your school/district must be in accordance with state and federal privacy laws, and local school board policy.

CONFIDENTIAL - DO NOT DISTRIBUTE

Test Date: 11/01/04
Scoring: PATTERN (IRT)
District: ANYDISTRICT
State: WISCONSIN



Note: This report is NOT for public review. Distribution within your school/district must be in accordance with state and federal privacy laws and local school board policy.

2004-2005

Wisconsin Student Assessment System

These summary statistics provide information about the distribution of scores earned by students taking WKCE subject area tests. The standard deviation is a measure of how much scores vary around the mean. Percentiles describe the location of scores of lower, middle, and higher performing students in each student group. 10%, 25%, 50%, 75%, and 90% of students tested in each group scored at or below the scores reported for that group at the 10th, 25th, 50th, 75th, and 90th percentiles, respectively.

These summary statistics provide information about the distribution of scores earned by students taking WKCE subject area tests. The standard deviation is a measure of how much scores vary around the mean. Percentiles describe the location of scores of lower, middle, and higher performing students in each student group. 10%, 25%, 50%, 75%, and 90% of students tested in each group scored at or below the scores reported for that group at the 10th, 25th, 50th, 75th, and 90th percentiles, respectively.	Total Enrolled in Grade	Reading								Language Arts									
		# Tested WKCE	% Tested WKCE	Mean Scale Score	Standard Deviation	10th Percentile	25th Percentile (Q1)	50th Percentile (Median)	75th Percentile (Q3)	90th Percentile	# Tested WKCE	% Tested WKCE	Mean Scale Score	Standard Deviation	10th Percentile	25th Percentile (Q1)	50th Percentile (Median)	75th Percentile (Q3)	90th Percentile
Students in Wisconsin Public Schools	226	222	98	720.7	36.9	683.3	698.8	717.5	738.4	756.3	222	98	719.1	32.6	683.2	700.4	717.5	737.3	754.4
Students in this District	226	222	98	720.6	36.9	683.3	698.8	717.5	738.4	756.3	222	98	719.1	32.6	683.2	700.4	717.5	737.3	754.4
Students in District Full Acad Yr	223	219	98	720.6	37.0	683.2	698.4	717.7	738.3	755.9	219	98	719.0	32.8	682.6	700.1	717.7	737.6	754.6
Students in this School	222	218	98	721.5	36.1	683.5	698.8	718.4	738.9	756.7	218	98	719.9	32.5	683.3	700.4	718.1	737.7	754.6

Students in this School Full Academic Year by Demographic Group

Students in this School Full Acad Yr	219	215	98	721.4	36.3	683.4	698.8	718.3	738.8	215	98	719.6	32.8	683.5	700.1	718.2	737.9	754.8
Female	115	114	99	727.7	32.0	678.2	690.2	708.3	741.0	114	99	727.0	28.8	696.9	709.0	726.3	739.7	754.4
Male	104	101	97	714.4	39.0	678.0	690.2	706.7	735.5	101	97	711.0	34.9	672.6	690.8	708.0	724.7	756.6
Gender Code Missing or Invalid	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0
American Indian/Alaska Native	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0
Asian/Pacific Islander	2	2	1	741.0	50.0	741.0	741.0	741.0	741.0	2	100	732.0	29.7	732.0	732.0	732.0	732.0	732.0
Black (Not of Hispanic Origin)	1	1	1	741.0	50.0	741.0	741.0	741.0	741.0	1	100	701.0	0	701.0	701.0	701.0	701.0	701.0
Hispanic	5	4	80	705.6	19.5	705.6	705.6	705.6	705.6	4	80	705.6	19.5	705.6	705.6	705.6	705.6	705.6
White (Not of Hispanic Origin)	211	209	99	720.3	35.3	683.9	699.0	718.7	739.1	209	99	720.3	32.0	684.8	700.2	718.3	738.1	755.3
Race/Ethnicity Missing or Invalid	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0
Combined Groups (Small Number) ¹	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0
Limited English Proficient	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0
English Proficient	219	215	98	721.4	36.3	683.4	698.8	718.3	738.8	215	98	719.6	32.8	683.5	700.1	718.2	737.9	754.8
Migrant	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0
Nonmigrant	219	215	98	721.4	36.3	683.4	698.8	718.3	738.8	215	98	719.6	32.8	683.5	700.1	718.2	737.9	754.8
Students with Disabilities	20	17	85	690.4	19.8	668.6	674.6	690.8	697.0	17	85	692.0	24.7	659.8	680.3	677.0	706.0	724.6
Nondisabled	199	198	99	724.1	36.2	685.9	704.2	720.1	740.2	198	99	721.9	32.4	686.3	702.0	719.2	738.7	756.6
Economically Disadvantaged	15	15	100	718.5	27.9	679.0	698.5	724.0	743.3	15	100	713.9	26.9	685.0	694.0	712.0	723.0	739.0
Not Economically Disadvantaged	204	200	98	721.7	36.9	684.0	698.3	718.1	738.5	200	98	720.1	33.2	683.0	700.2	718.5	738.4	755.0

-- Percentiles are not reported if the number of students tested in the group is fewer than 10.

1 On Public (suppressed) Reports, Combined Groups (Small Number) combines results from two or more racial/ethnic groups when results for any single group have been suppressed to protect privacy.

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10/04/04

SCALE SCORE SUMMARY 2004-05

GENERAL INTERPRETATION

The "Scale Score Summary" provides data about the distribution of scale scores earned by students taking WKCE subject area tests. The report presents two types of information: mean scale scores and their standard deviations and local percentiles.

The mean scale score measures the performance of students as a group. The standard deviation measures how far a student's scale score is from the group mean.

Local percentiles describe the location of scale scores of lower, middle, and higher performing students in each student group. For each group, 10%, 25%, 50%, 75%, and 90% of students tested scored at or below the scores reported for that group at the 10th, 25th, 50th, 75th, and 90th percentiles, respectively. In other words, for example, the 90th local percentile divides the highest 10% of the scores of students in a group from the lowest 90% of students in that group. Percentiles for groups with fewer than 10 students have limited usefulness so are not reported.

The "Scale Score Summary" provides no information about students not tested on WKCE or about student performance on alternate assessments (WAA). Information about performance on alternate assessments is provided on the Wisconsin Student Assessment System (WSAS) Proficiency Summary Report.

HOW TO READ THIS REPORT

The report is organized with the subject areas across the top. Corresponding scale score data can be found under the subject area banners. Student groups required for disaggregated reporting are listed down the left side.

Summary information about each student group can be read across the rows of the report. In each row, the first column shows the total number of students enrolled in the grade. (If this is a district or school report, then only students enrolled in the district or school for a full academic year are counted on this row.) Continuing across the row, the first column under the subject area (e.g., Reading) reports the number of students in the grade who were tested on WKCE in Reading, and the next column indicates the percent of all students in the grade who were tested on the WKCE in Reading. The remaining columns show the mean (average) scale score, the standard deviation of scores, and the scale scores of students at the 10th, 25th, 50th, 75th, and 90th percentiles.

STUDENT PRIVACY

On public reports, to protect student privacy, scores are not reported in every row. Care was taken to avoid disclosure of test results for small groups of students either directly or indirectly. A group is considered small if the number of students in the group is five or fewer. Indirect disclosure occurs when results are reported both for all students in a group and for a large subset of this group, leaving only a small subset not reported.

Data about groups larger than five are sometimes not reported to avoid possible indirect disclosure of confidential information about the smaller group.

Privacy rules at the school level only need to consider the number of students in each group at that school. District level must consider the sizes of groups in the district and in each school of the district.

On private reports, test results are reported in every applicable row. Private Reports may contain personally identifiable information about individual students. Distribution of Private Reports within your school/district must be in accordance with state and federal privacy laws, and local school board policy.

Data that does not infringe on student privacy can be downloaded from the Office of Education Accountability website.

USING THIS REPORT TO IMPROVE LEARNING

This report provides information about the distribution of WKCE scores within and across student groups. Reading across each row, educators can compare scale scores at the median (50th percentile) for a student group to scores below this median (10th and 25th percentiles) and above this median (75th and 90th percentiles). Reading down each column, educators can compare scale scores for a student group with their counterparts in other student groups including students statewide and districtwide. Wide score distributions or low scores provide evidence of wide achievement gaps and/or low achievement.

In order to help evaluate programs, scale scores within a subject area may be compared across grades and over time. While WKCE enhancements were made beginning in 2002-03 to improve coverage of Wisconsin standards, strong similarities continue to exist between WKCE this year and WKCE in past years. Keep in mind, however, that even minor changes in content covered by tests DO cause scale scores for these tests to have slightly different meanings.

Note that scale scores are not equivalent across subject areas because each subject area test is scaled separately.

If for any group the percent of students tested is low, then scale score summaries should not normally be used to reach conclusions about the performance of that group. The characteristics of students not taking WKCE tests are unlikely to be representative of the group as a whole.

FOR MORE INFORMATION

Student privacy: www.dpi.state.wi.us/oea/priv_more.html.
WKCE: www.dpi.state.wi.us/oea/kce.html
Downloadable Summary Data:
www.dpi.state.wi.us/oea/download.html



-- Fewer than four items on the WKCE measure that content standard.

STANDARDS PERFORMANCE SUMMARY

2004-05

GENERAL INTERPRETATION

The “Standards Performance Summary” reports your students’ performance on the Wisconsin Knowledge and Concepts Examinations (WKCE) by Wisconsin content standards. Each WKCE subject area test measures student learning with respect to content standards in that subject. Usually there are several content standards that are assessed in one WKCE subject area test.

Each reported content standard is measured by four or more WKCE items. Information about the students’ performance on these items and related performance on other WKCE test items is used to calculate a Standards Performance Index. The Standards Performance Index (SPI) is an estimate of the number of questions that a student could be expected to answer correctly if there had been 100 such questions measuring that content standard on the test. These estimates have been averaged for students tested on WKCE in each student group.

The “Standards Performance Summary” report provides no information about students not tested on WKCE or about student performance on alternate assessments (WAA). Information about performance on alternate assessments is provided on the Wisconsin Student Assessment System (WSAS) “Proficiency Summary Report.”

HOW TO READ THIS REPORT

The report is organized with the subject areas as the main headings across the top and corresponding Wisconsin content standards under the subject headings. The content standards titles refer to the Wisconsin Model Academic Standards (WMAS) content standards. Student groups required for disaggregated reporting are listed down the left side.

Summary information about each student group can be read across the rows of the report. For example, on the report, looking at the row for students in Wisconsin Public Schools, the first column on the student row shows the total enrolled. (If this is a district or school report, then only students enrolled in the district or school for a full academic year would be counted on this row.) Continuing across the row, the first column under the first subject area (e.g., Science) reports the number of students who were tested on WKCE in Science, and the next column indicates the percent of students who were tested on the WKCE in Science. The number under the “Science Connections” content standard column heading is the average SPI for Science Connections for the tested students.

STUDENT PRIVACY

On public reports, to protect student privacy, average SPIs are not reported in every row. Care was taken to avoid disclosure of test results for small groups of students either directly or indirectly. A group is considered small if the number

of students in the group is five or fewer. Indirect disclosure occurs when results are reported both for all students in a group and for a large subset of this group, leaving only a small subset not reported. Data about groups larger than five are sometimes not reported to avoid possible indirect disclosure of confidential information about the smaller group.

Privacy rules at the school level only need to consider the number of students in each group at that school. District level must consider the sizes of groups in the district and in each school of the district.

Data that does not infringe on student privacy can be downloaded from the Office of Education Accountability website.

USING THIS REPORT TO IMPROVE LEARNING

The average SPI can be used to analyze curriculum strengths and weaknesses in a given content standard and is particularly useful when comparing performance across schools and student groups in any given year. It may also be useful to track the difference between the local and State average SPIs. If the local SPI is greater than the State SPI, and if the difference is increasing over time, then this difference provides some evidence of higher achievement by later groups of students at the same grade.

It may not be useful to directly compare average SPIs within a school across years because test questions measuring each standard change each year, and WKCE items measuring each content standard represent only a portion of the entire subject area test. While care is taken to ensure that scores on WKCE tests in any given subject have comparable meaning over time, SPIs are not designed to be comparable.

Average SPIs should be interpreted with caution when the percent of students in a group taking WKCE is relatively low.

FOR MORE INFORMATION

Wisconsin Model Academic Standards:
www.dpi.state.wi.us/dpi/standards
Student privacy: www.dpi.state.wi.us/oea/priv_more.html.
WSAS supplemental assessments:
www.dpi.state.wi.us/oea/wsassuppl.html
WSAS alternate assessments:
www.dpi.state.wi.us/oea/wsasalt.html
WKCE proficiency standards:
www.dpi.state.wi.us/oea/profdesc.html
Downloadable Summary Data:
www.dpi.state.wi.us/oea/download.html

See the Item Response Analysis Reports for specific WKCE items measuring each content standard. For another perspective, based on raw scores and maximum possible scores, see the “Item Analysis Summary by Standard.”



PRIVATE

Item Analysis Summary by Standard

District: ANY/DISTRICT

Grade: 8

Simulated Data

Purpose
This report shows student performance by Wisconsin content standard as indicated by raw score points earned on WKCE test items covering that content standard. By using this report, groups may be compared to maximum average points earned by student groups. Points earned on test items about the relative difficulty of items on this year's test for students in these groups. Differences in average points earned on related test items across groups may suggest the need to adjust curriculum or strategies to meet the needs of all students in every group.

This report is NOT for public review. Distribution within your school/district must be in accordance with state and federal privacy laws, and local school board policy.

CONFIDENTIAL - DO NOT DISTRIBUTE

Test Date: 11/01/04 Scoring: PATTERN (IRT)

State: WISCONSIN 5578



Note: This report is NOT for public review. Distribution within your school/district must be in accordance with state and federal privacy laws and local school board policy.

2004-2005

Wisconsin Student Assessment System

Item Analysis Summary by Standard: Mathematics

WKCE Item Performance of Students Tested														
Each WKCE subject area test includes items measuring student learning with respect to the Wisconsin Model Academic Standards in that subject. "Points Possible" is the maximum raw score for items measuring a content standard. A small difference between "Points Possible" and "Average Points of Students Tested" suggests that students found the items relatively easy; a large difference suggests that the students found the items relatively difficult.	Mathematical Processes													
	Number Op & Relationships	Geometry	Measurement	Statistics & Probability	Algebraic Relationships									
	Points Possible	Average Points of Students Tested	Points Possible	Average Points of Students Tested	Points Possible	Average Points of Students Tested	Points Possible	Average Points of Students Tested	Points Possible	Average Points of Students Tested	Points Possible	Average Points of Students Tested	Points Possible	Average Points of Students Tested
Students in Wisconsin Public Schools	62390	97	07	3.3	23	14.6	05	4.4	05	2.8	19	11.2	10	4.4
Students in this District	507	95	07	2.7	23	12.3	05	4.3	05	2.2	19	9.9	10	3.9
Students Not in District Full Acad Yr	50	96	07	2.4	23	11.8	05	4.3	05	2.1	19	9.9	10	3.8
Students in District Full Acad Yr	457	95	07	2.8	23	12.4	05	4.3	05	2.2	19	9.9	10	3.9
In Single School	383	96	07	2.8	23	12.5	05	4.3	05	2.2	19	9.9	10	3.9
Not in Single School	74	91	07	2.6	23	11.7	05	4.3	05	2.1	19	10.0	10	3.9
With Disabilities Attending Another Dist ¹	74	91	07	2.6	23	11.7	05	4.3	05	2.1	19	10.0	10	3.9
Combined Above Two Groups	74	91	07	2.6	23	11.7	05	4.3	05	2.1	19	10.0	10	3.9
Students in this District Full Academic Year by Demographic Group														
Students in this District Full Acad Yr	457	95	07	2.8	23	12.4	05	4.3	05	2.8	19	2.8	10	2.8
Female	222	92	07	2.9	23	12.1	05	4.3	05	2.9	19	2.9	10	2.9
Male	235	97	07	2.7	23	12.5	05	4.3	05	2.7	19	2.7	10	2.7
Gender Code Missing or Invalid	457	95	07	2.7	23	12.4	05	4.4	05	2.7	19	2.7	10	2.7
American Indian/Alaska Native	222	92	07	2.4	23	12.1	05	4.3	05	2.4	19	2.4	10	2.4
Asian/Pacific Islander	235	97	07	2.4	23	12.5	05	4.4	05	2.4	19	2.4	10	2.4
Black (Not of Hispanic Origin)	122	95	07	2.7	23	11.8	05	4.2	05	2.4	19	2.4	10	2.4
Hispanic	74	80	07	2.8	23	12.8	05	4.4	05	2.6	19	2.6	10	2.6
White (Not of Hispanic Origin)	252	99	07	3.0	23	11.8	05	4.4	05	3.0	19	3.0	10	3.0
Race/Ethnicity Missing or Invalid	2	99	07	3.0	23	11.8	05	4.2	05	3.0	19	3.0	10	3.0
Limited English Proficient	68	78	07	2.7	23	12.3	05	4.4	05	2.7	19	2.7	10	2.7
English Proficient	389	98	07	2.8	23	12.4	05	4.3	05	2.8	19	2.8	10	2.8
Migrant	23	95	07	2.7	23	13.8	05	4.3	05	2.7	19	2.7	10	2.7
Nonmigrant	457	95	07	2.8	23	12.4	05	4.3	05	2.8	19	2.8	10	2.8
Students with Disabilities	81	90	07	2.3	23	9.1	05	4	05	2.3	19	2.3	10	2.3
Nondisabled	378	96	07	2.9	23	13.0	05	4.4	05	2.9	19	2.9	10	2.9
Economically Disadvantaged	263	94	07	2.5	23	11.5	05	4.2	05	2.5	19	2.5	10	2.5
Not Economically Disadvantaged	194	96	07	3.0	23	13.5	05	4.4	05	3.0	19	3.0	10	3.0

Test results for students with disabilities who reside in this district but who are placed in a school in another district due to special educational needs are reported with the results for this district.

¹ Test results for students with disabilities who reside in this district but who are placed in a school in another district due to special educational needs are reported with the results for this district.

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ITEM ANALYSIS SUMMARY BY STANDARD 2004-05

GENERAL INTERPRETATION

This "Item Analysis Summary by Standard" shows student performance by Wisconsin content standard as indicated by raw score points earned on WKCE test items covering that content standard. Raw score points for both selected-response and constructed-response items are added together and summarized by student group. A small difference between "Points Possible" and "Average Points of Students Tested" suggests that students found the set of items measuring a content standard relatively easy; a large difference suggests that the students found these items relatively difficult.

The "Item Analysis Summary by Standard" report provides no information about students not tested on WKCE or about student performance on alternate assessments (WAA). Information about performance on alternate assessments is provided on the Wisconsin Student Assessment System (WSAS) "Proficiency Summary Report."

HOW TO READ THIS REPORT

The report is organized with the subject areas as the main headings across the top and corresponding Wisconsin content standards under the subject headings. The content standards titles refer to the Wisconsin Model Academic Standards (WMAS) content standards. Student groups required for disaggregated reporting are listed down the left side.

Summary information about each student group can be read across the rows of the report. For example, looking at the row "Students in this school Full Acad Yr," the first column shows the total number of students enrolled in the grade. (If this is a district or school report, then only students enrolled in the district or school for a full academic year would be counted on this row.) Continuing across the row, the first column under the first subject area (e.g. Mathematics) reports the percent of students enrolled who took the WKCE in Mathematics. Information for each content standard within each subject area is reported in two columns. The first column shows the total number of raw score points possible for the content standard. The second column shows the average number of score points for the students who took the WKCE Mathematics test.

STUDENT PRIVACY

To protect student privacy, average points are not reported in every row. Care was taken to avoid disclosure of test results for small groups of students either directly or indirectly. A group is considered small if the number of students in the group is five or fewer. Indirect disclosure occurs when results are reported both for all students in a group and for a large subset of this group, leaving only a small subset not reported. Data about groups larger than five are sometimes not reported to avoid possible indirect disclosure of confidential information about the smaller group.

Privacy rules at the school level only need to consider the number of students in each group at that school. District level

must consider the sizes of groups in the district and in each school of the district.

Data that does not infringe on student privacy can be downloaded from the Office of Education Accountability website.

USING THIS REPORT TO IMPROVE LEARNING

Reading down any given "Average Points of Students Tested" column for any content standard, look for differences between the points earned by the school or district and the state. Also look for differences in points earned by groups within a school or district. These differences may suggest the need to adjust curriculum or strategies to meet the needs of all students in every group.

Reading across the rows, comparisons between "Points Possible" and "Average Points" for each content standard provide some indication of the relative difficulty of the set of items measuring each standard. If the average points for a set of items is 7.7 and the maximum possible points is 8, then students found the items measuring the standard relatively easy. An average of 1.4 points out of a possible 7 for the set of items measuring another standard suggests that students found the second set of items relatively difficult.

Consider focusing adjustments in curriculum or instruction at the content standard level because WKCE test items measure only a sample of skills covered by the content standard. Test items, and specific skills within each standard measured by test items, will vary from year to year. It is important to review items covering each standard each year to better understand the information provided by this report.

FOR MORE INFORMATION

Wisconsin Model Academic Standards:

www.dpi.state.wi.us/dpi/standards

Student privacy: www.dpi.state.wi.us/oea/priv_more.html.

See the Item Response Analysis Reports for specific WKCE items measuring each content standard.



PRIVATE

Item Analysis Summary by Standard

District: ANY/DISTRICT

Grade: 8

Simulated Data

Purpose
This report shows student performance by Wisconsin content standards as indicated by raw score points earned on WKCE test items covering that content standard. By using this report, educators can determine if a particular group may be compared to maximum possible points to reach conclusions about the relative difficulty of items on this year's test for students in these groups. Differences in average points earned on related test items across groups may suggest the need to adjust curriculum or strategies to meet the needs of all students in every group.

This report is NOT for public review.
Distribution within your school/district must be in accordance with state and federal privacy laws, and local school board policy.

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Test Date: 11/01/04 Scoring: PATTERN (IRT)

State: WISCONSIN 5678



2004-2005 Wisconsin Student Assessment System

Item Analysis Summary by Standard: Social Studies

WKCE Item Performance of Students Tested											
Each WKCE subject area test includes items measuring student learning with respect to the Wisconsin Model Academic Standards in that subject. "Points Possible" is the maximum raw score for items measuring a content standard. A small difference between "Points Possible" and "Average Points of Students Tested" suggests that students found the items relatively easy; a large difference suggests that the students found the items relatively difficult.	Behavioral Sciences										
	Total Enrolled in Grade	Geography	History	Political Sci & Citizenship	Economics	Behavioral Sciences					
	% Tested	Points Possible	Average Points of Students Tested	Points Possible	Average Points of Students Tested	Points Possible					
Students in Wisconsin Public Schools	62390	17	12.3	13	8.8	05	3.1	09	7.1	07	5.3
Students in this District	507	17	11.4	13	7.9	05	2.8	09	6.7	07	5.0
Students Not in District Full Acad Yr	50	17	11.3	13	7.6	05	2.6	09	6.6	07	4.8
Students in District Full Acad Yr	457	17	11.4	13	8.0	05	2.9	09	6.7	07	5.1
In Single School	383	17	11.4	13	8.1	05	2.9	09	6.7	07	5.1
Not in Single School	74	17	11.1	13	7.4	05	2.6	09	6.4	07	4.8
With Disabilities Attending Another Dist ¹	74	17	11.1	13	7.4	05	2.6	09	6.4	07	4.8
Combined Above Two Groups	74	17	11.1	13	7.4	05	2.6	09	6.4	07	4.8
Students in this District Full Academic Year by Demographic Group											
Students in this District Full Acad Yr	457	17	11.4	13	8.8	05	2.8	09	6.7	07	5.1
Female	222	17	11.2	13	7.2	05	2.5	09	6.6	07	5.1
Male	235	17	11.5	13	10.0	05	2.9	09	6.7	07	5.0
Gender Code Missing or Invalid	122	17	11.4	13	10.0	05	2.9	09	6.7	07	5.0
American Indian/Alaska Native	74	17	10.5	13	7.3	05	2.6	09	6.4	07	5.1
Asian/Pacific Islander	252	17	11.7	13	7.7	05	2.5	09	6.4	07	5.1
Black (Not of Hispanic Origin)	122	17	10.3	13	7.3	05	2.6	09	6.4	07	5.1
Hispanic	74	17	11.1	13	7.7	05	2.5	09	6.6	07	4.8
White (Not of Hispanic Origin)	252	17	11.7	13	8.3	05	2.9	09	6.8	07	5.1
Race/Ethnicity Missing or Invalid	99	17	11.7	13	8.3	05	2.5	09	6.8	07	5.1
Limited English Proficient	38	17	11.5	13	7.5	05	2.5	09	6.7	07	5.1
English Proficient	389	17	11.4	13	8.0	05	2.8	09	6.7	07	5.0
Migrant	9	17	11.4	13	0.5	05	2.8	09	6.7	07	5.1
Nonmigrant	17	17	11.4	13	8.0	05	2.8	09	6.7	07	5.1
Students with Disabilities	81	17	9.5	13	6.8	05	2.6	09	6.0	07	4.2
Nondisabled	378	17	11.8	13	8.2	05	2.8	09	6.8	07	5.2
Economically Disadvantaged	263	17	10.8	13	7.3	05	2.6	09	6.4	07	4.9
Not Economically Disadvantaged	194	17	12.1	13	8.8	05	3.0	09	7.0	07	5.3

Footnote: ¹ Not for use by students with disabilities who reside in this district but who are placed in a school in another district due to special educational needs are reported with the results for this district.

¹ Test results for students with disabilities who reside in this district but who are placed in a school in another district due to special educational needs are reported with the results for this district.

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Note: This report is NOT for public review. Distribution within your school/district must be in accordance with state and federal privacy laws and local school board policy.

ITEM ANALYSIS SUMMARY BY STANDARD 2004-05

GENERAL INTERPRETATION

This "Item Analysis Summary by Standard" shows student performance by Wisconsin content standard as indicated by raw score points earned on WKCE test items covering that content standard. Raw score points for both selected-response and constructed-response items are added together and summarized by student group. A small difference between "Points Possible" and "Average Points of Students Tested" suggests that students found the set of items measuring a content standard relatively easy; a large difference suggests that the students found these items relatively difficult.

The "Item Analysis Summary by Standard" report provides no information about students not tested on WKCE or about student performance on alternate assessments (WAA). Information about performance on alternate assessments is provided on the Wisconsin Student Assessment System (WSAS) "Proficiency Summary Report."

HOW TO READ THIS REPORT

The report is organized with the subject areas as the main headings across the top and corresponding Wisconsin content standards under the subject headings. The content standards titles refer to the Wisconsin Model Academic Standards (WMAS) content standards. Student groups required for disaggregated reporting are listed down the left side.

Summary information about each student group can be read across the rows of the report. For example, looking at the row "Students in this school Full Acad Yr," the first column shows the total number of students enrolled in the grade. (If this is a district or school report, then only students enrolled in the district or school for a full academic year would be counted on this row.) Continuing across the row, the first column under the first subject area (e.g. Mathematics) reports the percent of students enrolled who took the WKCE in Mathematics. Information for each content standard within each subject area is reported in two columns. The first column shows the total number of raw score points possible for the content standard. The second column shows the average number of score points for the students who took the WKCE Mathematics test.

STUDENT PRIVACY

To protect student privacy, average points are not reported in every row. Care was taken to avoid disclosure of test results for small groups of students either directly or indirectly. A group is considered small if the number of students in the group is five or fewer. Indirect disclosure occurs when results are reported both for all students in a group and for a large subset of this group, leaving only a small subset not reported. Data about groups larger than five are sometimes not reported to avoid possible indirect disclosure of confidential information about the smaller group.

Privacy rules at the school level only need to consider the number of students in each group at that school. District level

must consider the sizes of groups in the district and in each school of the district.

Data that does not infringe on student privacy can be downloaded from the Office of Education Accountability website.

USING THIS REPORT TO IMPROVE LEARNING

Reading down any given "Average Points of Students Tested" column for any content standard, look for differences between the points earned by the school or district and the state. Also look for differences in points earned by groups within a school or district. These differences may suggest the need to adjust curriculum or strategies to meet the needs of all students in every group.

Reading across the rows, comparisons between "Points Possible" and "Average Points" for each content standard provide some indication of the relative difficulty of the set of items measuring each standard. If the average points for a set of items is 7.7 and the maximum possible points is 8, then students found the items measuring the standard relatively easy. An average of 1.4 points out of a possible 7 for the set of items measuring another standard suggests that students found the second set of items relatively difficult.

Consider focusing adjustments in curriculum or instruction at the content standard level because WKCE test items measure only a sample of skills covered by the content standard. Test items, and specific skills within each standard measured by test items, will vary from year to year. It is important to review items covering each standard each year to better understand the information provided by this report.

FOR MORE INFORMATION

Wisconsin Model Academic Standards:

www.dpi.state.wi.us/dpi/standards

Student privacy: www.dpi.state.wi.us/oea/priv_more.html.

See the Item Response Analysis Reports for specific WKCE items measuring each content standard.

Item Response Analysis: WKCE Selected-Response Items

2004-2005 Wisconsin Student Assessment System

Item Response Analysis: WKCE Selected-Response Items

No. of students enrolled: 342

Science

No. of students tested: 240

Content Standards:

B. Nature of Science		Item No.	87	92	+5	0	4	✓93	0	N/A	4
B.1	48	66	73	79	+6	✓80	9	4	4	N/A	4
B.2	41	79	81	88	+7	✓91	0	4	2	N/A	4
B.2	46	81	77	78	-1	9	2	✓71	15	N/A	4
B.2	50	77	81	88	+7	✓89	0	4	4	N/A	4
B.2	54	81	83	87	+6	✓93	4	0	✓91	N/A	4
B.2	55	83	89	95	+6	✓93	4	0	0	N/A	4
B.2	58	89	72	80	+8	✓93	4	0	4	N/A	4
B.3	45	72	80	86	+8	✓93	4	0	4	N/A	5
B.5	40	55	61	68	+6	16	5	13	✓62	N/A	4
Average for this Content Standard		68			+3						
C. Science Inquiry		Item No.	66 <th>72<th>+6<th>2<th>15<th>✓76<th>4<th>N/A</th><th>4</th></th></th></th></th></th></th>	72 <th>+6<th>2<th>15<th>✓76<th>4<th>N/A</th><th>4</th></th></th></th></th></th>	+6 <th>2<th>15<th>✓76<th>4<th>N/A</th><th>4</th></th></th></th></th>	2 <th>15<th>✓76<th>4<th>N/A</th><th>4</th></th></th></th>	15 <th>✓76<th>4<th>N/A</th><th>4</th></th></th>	✓76 <th>4<th>N/A</th><th>4</th></th>	4 <th>N/A</th> <th>4</th>	N/A	4
C.1	8	79	81	88	+7	4	7	2	✓84	N/A	4
C.1	53	79	81	88	+7	11	2	✓84	0	N/A	4
C.2	37	58	62	69	+7	11	7	22	✓56	N/A	4
C.4	5	58	62	69	+7	2	4	✓82	9	N/A	4
C.4	10	87	92	99	+12	27	16	✓42	11	N/A	4
C.6	6	48	54	61	+7	11	15	7	✓64	N/A	4
C.6	14	67	72	79	+7	✓44	13	31	9	N/A	4
C.6	16	40	44	51	+11	7	✓82	2	4	N/A	5
C.6	39	78	82	89	+11	0	16	✓80	0	N/A	4
C.6	71	73	78	85	+12	13	2	4	✓78	N/A	4
C.7	77	80	87	94	+7	5	67	9	15	N/A	4
C.9	59	67	72	79	+7						
Average for this Content Standard		63	62		-1						
D. Physical Science		Item No.	75 <th>80<th>+5<th>✓85<th>0<th>5<th>5<th>N/A</th><th>4</th></th></th></th></th></th></th>	80 <th>+5<th>✓85<th>0<th>5<th>5<th>N/A</th><th>4</th></th></th></th></th></th>	+5 <th>✓85<th>0<th>5<th>5<th>N/A</th><th>4</th></th></th></th></th>	✓85 <th>0<th>5<th>5<th>N/A</th><th>4</th></th></th></th>	0 <th>5<th>5<th>N/A</th><th>4</th></th></th>	5 <th>5<th>N/A</th><th>4</th></th>	5 <th>N/A</th> <th>4</th>	N/A	4
D.1	2	80	81	88	+7	4	4	4	✓82	N/A	4
D.2	60	74	81	88	+7	✓89	4	0	4	N/A	4
D.4	56	76	82	89	+7	5	4	4	✓84	N/A	4
D.5	7	76	84	91	+7	✓67	0	0	16	N/A	5
D.5	9	62	68	75	+7	✓69	4	✓18	5	N/A	4
D.5	25	60	69	78	+8						

N/A: Indicates that this response was not an option for this item.
 Note: Item Response Analysis Reports are organized by Wisconsin Model Academic Content and Performance Standards. If a content standard does not appear on this report, then there were no items that measure that content standard this year.
 Science Content Standard A is organized by the "Unifying Themes of Science". See: www.dpi.state.wi.us/oea/kcscnstda.html

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Item Response Analysis

District: ANYDISTRICT

Grade: 8

Simulated Data

Purpose

This report lists all of the Wisconsin Model Academic Standards covered by WKCE, their corresponding test items, and the performance of students statewide, districtwide, and schoolwide on each of these items. The differences between school, district, and state can inform educators of relative strengths and needs. Distractor analysis for selected-response items and the percents of students who scored at each point level for constructed-response items can help educators evaluate the thinking processes and subject-area knowledge of students.

Test Date: 11/01/04 Scoring: PATTERN (IRT)

State: WISCONSIN 5678



ITEM RESPONSE ANALYSIS: WKCE SELECTED RESPONSE 2004-05

GENERAL INTERPRETATION

The "Item Response Analysis: WKCE Selected Response" lists all of the Wisconsin content standards covered by WKCE, their corresponding selected-response (multiple-choice) test items, and the performance of students statewide, districtwide, and schoolwide on each item. Three types of information are provided for each item: "Percent of students tested who chose the correct response," the local minus state "Difference" in these percents, and a "Distractor Analysis."

The "Percent of students tested who chose the correct response" indicates the difficulty of the item for students in the group. High percentages mean the students found the item easy. Low percentages mean the students found the item hard.

The "Difference" columns can be used to compare local results for each item with district and state results. Positive school - state and school - district differences mean the students tested in the school performed better on these items than students tested in the state and district.

The "Distractor analysis" shows the percent of students tested who chose each response. The correct answer is indicated.

The "Item Response Analysis: Selected Response" provides no information about students not tested on WKCE or about student performance on alternate assessments (WAA). Information about performance on alternate assessments is provided on the Wisconsin Student Assessment System (WSAS) "Proficiency Summary Report."

HOW TO READ THIS REPORT

Each selected-response item is identified by item number and is listed by subject, content standard, and performance standard on the left side of the report. The number of students tested on WKCE in each subject is indicated to the right of the subject. All percents in this report are based on the number of students tested on the WKCE subject area test. Performance standards are listed under the corresponding content standard. The Wisconsin Model Academic Standards website provides descriptions of the content and performance standards. For additional information on reporting Science Content Standard A: Science Connections, see: www.dpi.state.wi.us/oea/kcscnstda.html.

Information about performance on each item can be read across the rows of the report. For example, the code to the left of each item is the code for the performance standard measured by that item. The three columns to the right of each item show the percent of students in the state, district, and school who chose the correct response for that item. Next are the two difference columns. Each of the difference columns indicates the percent of your students who chose the correct response minus the percent of students at the district or state level who chose the correct response for that item. The last six columns show the percent of students who chose each possible response or who left the item blank.

USING THIS REPORT TO IMPROVE LEARNING

High or low percents in the "percent of students tested who chose the correct response" columns may help determine which items your students found easy and which ones they found difficult. The "Difference" columns may help determine whether local averages are unusually high or unusually low. The distractor analysis data may provide explanations of unusual or unacceptably low performance levels. A large proportion of students showing a specific incorrect response or no response can indicate a common misconception or an area that was not covered in curriculum.

Also look for unusual patterns across items that measure the same content or performance standard. Averages are provided for each content standard to assist in scanning for patterns. The "Item Analysis Summary by Standard" may also be useful. If students in the school or district are performing consistently across several items for the same standard, then those patterns may be meaningful when planning instruction.

Note that WKCE test items measure a sample of skills covered by the content standard. Test items, and specific skills within each standard that are measured by test items, will vary from year to year. It is important to review items covering each standard each year to better understand the information provided by this report.

FOR MORE INFORMATION

Wisconsin Model Academic Standards:
www.dpi.state.wi.us/dpi/standards
WKCE: www.dpi.state.wi.us/oea/kce.html

See "Item Response Analysis: WKCE Constructed Response" for information about student performance on constructed-response items. See "Item Analysis Summary by Standard" for average raw scores for all item types measuring each standard by student group. WKCE test items are available for inspection through your District Assessment Coordinator (confidentiality agreement is required).

Item Response Analysis: WKCE Constructed-Response Items

2004-2005 Wisconsin Student Assessment System

Item Response Analysis: WKCE Constructed-Response Items

No. of students enrolled: 342

Science

No. of students tested: 240

Content Standard:		Item No.																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																			
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Note: Item Response Analysis Reports are organized by Wisconsin Model Academic Content and Performance Standards. If a content standard does not appear on this report, then there were no items that measure that content standard this year.
Science Content Standard A is organized by the "Unifying Themes of Science". See: www.dpi.state.wi.us/oea/kcscntrndia.html

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Item Response Analysis

District: ANYDISTRICT

Grade: 8

Simulated Data

Purpose

This report lists all of the Wisconsin Model Academic Standards covered by WKCE, their corresponding test items, and the performance of students statewide, districtwide, and schoolwide on each of these items. The differences between school, district, and state can inform educators of relative strengths and needs. Distractor analysis for selected response items and the percents of students who scored at each point level for constructed-response items can help educators evaluate the thinking processes and subject-area knowledge of students.

Test Date: 11/01/04 Scoring: PATTERN (IRT)

State: WISCONSIN 5578



ITEM RESPONSE ANALYSIS: WKCE CONSTRUCTED RESPONSE 2004-05

GENERAL INTERPRETATION

The "Item Response Analysis: WKCE Constructed Response" report lists all of the Wisconsin content standards covered by WKCE, their corresponding constructed-response (CR) test items, and the performance of students statewide, districtwide, and schoolwide on each item. Four types of information are provided for each item: maximum points possible, average points, local minus state differences in averages, and the distribution of points earned by individual students.

Comparisons between the average points and maximum points possible provide some indication of item difficulty. For example, an average of 1.9 on a 2-point item suggests that students found the item relatively easy. An average of 2.1 on a 6-point item suggests that students found the item relatively difficult.

The "Difference" columns can be used to compare local results for each item with district and state results. Positive school - state and school - district differences mean the students tested in the school performed better on these items than students tested in the state and district.

The section on the right side of the report shows the percent of the local group that scored at each point level. "Left blank / erased" and "Off topic / illegible" responses are also shown.

The "Item Response Analysis: WKCE Constructed Response" provides no information about students not tested on WKCE or about student performance on alternate assessments (WAA). Information about performance on alternate assessments is provided on the Wisconsin Student Assessment System (WSAS) "Proficiency Summary Report."

HOW TO READ THIS REPORT

Each constructed-response item is identified by item number and is listed by subject, content standard, and performance standard on the left side of the report. The number of students tested on WKCE in each subject is indicated to the right of the subject. All averages and percents in this report are based solely on data for students tested on the WKCE subject area test. Performance standards codes are listed under the corresponding content standard. The Wisconsin Model Academic Standards website provides descriptions of the content and performance standards. For additional information on reporting Science Content Standard A: Science Connections, see: www.dpi.state.wi.us/oea/kcscnstnda.html.

Information about performance on each item can be read across the rows of the report. To the left of each item is the performance standard measured by that item. The column to the immediate right of each item provides the maximum possible points for that item. The next five columns show the average points received by students in the state, district, and school and differences in the averages. The last nine columns show the percent of students tested who scored at each point

level or whose response was left blank / erased or off topic / illegible.

USING THIS REPORT TO IMPROVE LEARNING

High or low averages in the "Average Points" columns, compared to the "Points Possible," may help determine which items your students found easy and which ones they found difficult. The "Difference" columns may help determine whether local averages are unusually high or unusually low.

The columns under "Percent of students tested who scored at each point level" may provide explanations of unacceptably low or unusual average points. A few very high- or very low-scoring students can significantly affect averages. A large proportion of students with low scores for an item or items can indicate a common misconception or an area that was not covered in curriculum; this information may be missed if the focus is only on average points.

Totals are provided for each content standard to assist in scanning for patterns. If students in the school or district are performing consistently across several items for the same standard, then those patterns may be meaningful when planning instruction. The "Item Analysis Summary by Standard" report may also be useful.

Note that WKCE test items measure a sample of skills covered by the content standard. Test items and specific skills within each standard that are measured by test items will vary from year to year. It is important to review items covering each standard each year to better understand the information provided by this report.

FOR MORE INFORMATION

Wisconsin Model Academic Standards:

www.dpi.state.wi.us/dpi/standards

WKCE: www.dpi.state.wi.us/oea/kce.html

Science Connections:

www.dpi.state.wi.us/oea/kcscnstnda.html

See "Item Response Analysis: WKCE Selected Response" for information about student performance on selected-response items. See "Item Analysis Summary by Standard" for average raw scores for all item types measuring each standard by student group. WKCE test items are available for inspection through your District Assessment Coordinator (confidentiality agreement is required).



PRIVATE

Extended Writing Sample by Student Group

District: ANYDISTRICT

Grade: 8

Simulated Data

Purpose

This report, disaggregated by student group, presents information about student performance on the WKCE extended writing sample as well as information on student performance on WASAS alternate assessments of writing skills for students with special needs. Using this report, parents and educators can see the percentage of students who scored in a raw score point range on the WKCE writing assessment and the percentage of students with disabilities and students with limited English proficiency performing at each proficiency level.

This report is NOT for public review. Distribution within your school/district must be in accordance with state and federal privacy laws, and local school board policy.

CONFIDENTIAL - DO NOT DISTRIBUTE

Test Date: 11/01/04 Scoring: PATTERN (IRT)

State: WISCONSIN 5678



Note: This report is NOT for public review. Distribution within your school/district must be in accordance with state and federal privacy laws and local school board policy.

2004-2005

Wisconsin Student Assessment System

The extended writing sample is scored with two holistic rubrics. A six-point composing rubric evaluates students' ability to control purpose/focus, organization/coherence, development of content, sentence fluency, and word choice. A three-point conventions rubric evaluates students' ability to control punctuation, grammar, capitalization and spelling. Points received on these two rubrics are combined to produce a single score on this report. Maximum possible score is nine points.

Total Enrolled In Grade	WAA for S/Dis Pre-Requisite Skill ²										WASAS Writing Performance									
	WAA for S/Dis Pre-Requisite Skill ²										WASAS Writing Performance									
	(Total)	% Pre-Req Skill	Minimal	Basic	Proficient	Advanced	(Total)	% Pre-Req English	WAA for LEP Pre-Requisite English ³	WAA for LEP Pre-Requisite English ³	WAA for LEP Pre-Requisite English ³	WAA for LEP Pre-Requisite English ³	WAA for LEP Pre-Requisite English ³	WAA for LEP Pre-Requisite English ³	WAA for LEP Pre-Requisite English ³	WAA for LEP Pre-Requisite English ³	WAA for LEP Pre-Requisite English ³	WAA for LEP Pre-Requisite English ³	WAA for LEP Pre-Requisite English ³	WAA for LEP Pre-Requisite English ³
Students in Wisconsin Public Schools	1947	6	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0
Students in this District	875	9	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0
Students Not in District Full Acad Yr	71	28	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0
Students in District Full Acad Yr	804	7	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0
In Single School	798	7	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0
Not in Single School	6	33	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0
With Disabilities Attending Another Dist*	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0
Combined Above Two Groups	6	33	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0
Students in this District Full Academic Year by Demographic																				
Students in this District Full Acad Yr	804	7	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0
Female	383	9	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0
Male	420	5	0	1	1	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0
Gender Code Missing or Invalid	1	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0
American Indian/Alaska Native	2	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0
Asian/Pacific Islander	57	9	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0
Black (Not of Hispanic Origin)	12	0	0	0	1	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0
Hispanic	17	1	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0
White (Not of Hispanic Origin)	77	1	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0
Race/Ethnicity Missing or Invalid	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0
Limited English Proficient	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0
English Proficient	800	8	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0
Migrant	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0
Nonmigrant	804	7	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0
Students with Disability	90	10	0	4	3	1	0	0	0	0	0	0	0	0	0	0	0	0	0	0
Nondisabled	714	7	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0
Economically Disadvantaged	78	8	0	1	1	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0
Not Economically Disadvantaged	726	7	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0

1 All students are expected to take WASAS assessments except students who are excused by their parents. An extended testing window is provided so that students who are absent on any given day can take make-up tests. Some students are not assessed possibly due to long-term absences or other reasons.

2 The following students take alternate assessments (WAA) in the subject area in lieu of WKCE Writing:
a) Students with disabilities who are not able to demonstrate some of the knowledge and skills on the WKCE test in the subject area with allowable accommodations (Pre-Requisite Skill) and/or students with disabilities who are not able to demonstrate some of the knowledge and skills on the WKCE test in the subject area with allowable accommodations (Pre-Requisite Skill) in English.
3 "Unscorable" WKCE writing samples are NOT included in calculating "Average Points" at any grade on this report. Samples that are illegible or in another language are unscorable at grades 4, 8, and 10. Also counted as unscorable at grade 10 are blank/erased samples if the student has a WKCE language arts score. Off-topic samples receive 0 points. "Unscorable" and off-topic samples are treated as zeroes in computing WKCE language arts scale scores at grade 10 only. The extended writing sample is not integrated into the WKCE language arts scale scores at grades 4 and 8.)
4 Test results for students with disabilities who reside in one district but who are placed in a school in another district due to special educational needs are reported with results for this district.

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EXTENDED WRITING SAMPLE BY STUDENT GROUP 2004-05

GENERAL INTERPRETATION

The "Extended Writing Sample by Student Group" shows how your students performed compared to other groups on the WKCE extended writing sample and on WSAS alternate assessments (WAA) measuring writing. WKCE extended writing sample is a statewide standardized test taken by nearly all students. The WAA is taken in lieu of WKCE by certain students with special needs.

All students are expected to take WSAS assessments except students who are excused by their parents or guardians. An extended testing window is provided so that students who are absent on any given day can take make-up tests. Some students are not assessed possibly due to long-term absences or other reasons.

The following students participate in WAA in writing in lieu of the WKCE writing test: (a) Students with disabilities who are not able to demonstrate some of the knowledge and skills on the WKCE test in the subject area with allowable accommodations (Pre-Requisite Skill) and (b) Limited English Proficient students whose academic English skills are not sufficient to take the WKCE writing test (Pre-Requisite English). There are no allowable language accommodations for LEP students because the Wisconsin academic standard measured is English language arts.

The WKCE Extended Writing Sample is scored with two holistic rubrics. A six-point composing rubric evaluates students' ability to control purpose/focus, organization/coherence, development of content, sentence fluency, and word choice. A three-point conventions rubric evaluates students' ability to control punctuation, grammar, capitalization, and spelling. Points received on these two rubrics are combined to produce a single score on this report. The maximum possible score on WKCE Writing is nine points. The results are reported in terms of the percent of students enrolled who scored within each of several raw score point ranges.

WAA consists of DPI-approved protocols and rubrics for the local collection and local scoring of student writing samples. The results for students with disabilities participating in WAA are reported in terms of four proficiency categories: pre-requisite skill Minimal Performance, Basic, Proficient, and Advanced. These categories are below the range of English writing skills covered by WKCE Writing for the grade level. Limited English proficient students participating in WAA in Writing may be assessed in their native language. WAA-LEP Writing results are reported in terms of four proficiency categories: Pre-Requisite English Minimal Performance, Basic, Proficient, and Advanced. Although reported as proficiency categories, rather than raw score point ranges, WAA-LEP Writing results are within the range of writing skills covered by WKCE for the grade level.

HOW TO READ THIS REPORT

The specific mode of writing assessment on WKCE is identified in the WKCE column heading. Student groups required for disaggregated reporting are listed down the left side.

Summary information about each student group can be read across the rows of the report. For example, looking at the row "Students in this School Full Academic Year" the first column shows the total number of students enrolled in the grade. Percents across each row in unshaded columns add to 100% because all these percents use the number of students enrolled within the row being viewed as the denominator, and the numerators are mutually exclusive groups of students (determined by the column heading) within this larger group. Discrepancies may exist due to rounding. (If this is a district or school

report, then only students enrolled in the district or school for a full academic year would be counted on this row.)

Continuing across the row, the column called "% No WSAS (Total)" is the percent of students enrolled who did not participate in WSAS in this subject. These students have no results under the WAA or WKCE columns. Students might not participate in WSAS due to parental excuse, long term illness, or other circumstances.

The first column under the "WAA for S/Dis" heading is "% Pre-Req Skill (Total)," which is the percent of students enrolled who participated in WAA-S/Dis. The next four columns are the Pre-Requisite Skill levels, which are the WAA-S/Dis proficiency categories; the sum of these four percents is the "% Pre-Req Skill (Total)."

The columns under the WKCE Writing heading show the percent of students enrolled with a total Writing score in each score point band or with "unscorable" writing samples. "Unscorable" writing samples include those that are illegible, in another language, and (at grade 10 only) blank or erased. The last column under this heading is the average raw score points of students with a scorable writing sample.

STUDENT PRIVACY

To protect student privacy, test results are not reported in every row. Care was taken to avoid disclosure of results for small groups of students either directly or indirectly. A group is considered small if the number of students in the group is five or fewer. Indirect disclosure occurs when results are reported both for all students in a group and for a large subset of this group, leaving only a small subset not reported. Data about groups larger than five are sometimes not reported to avoid possible indirect disclosure of confidential information about the smaller group.

Privacy rules are relatively simple at the school compared to the district level because the only consideration at the school level is the number of students in each group at that school. Note that the size of groups in the district and in each school of the district needs to be considered at the district level.

USING THIS REPORT TO IMPROVE LEARNING

Look at the percents of students across WAA pre-requisite skill/English levels or WKCE score bands. Compare these percents to the percents at the state or district level to identify unusual performance patterns to identify relative strengths and weaknesses of students. Compare these percents across student groups within the school or district to identify achievement gaps. Review the "Extended Writing Sample by Rubric" and the description of the writing skills demonstrated for point levels on the WKCE rubrics for more specific information about the meaning of the patterns.

A large percent of students with low scores for a rubric can indicate that certain writing skills are not effectively covered in the curriculum. Achievement gaps may indicate the need to try more promising strategies for specific students or student groups.

FOR MORE INFORMATION

Student privacy: www.dpi.state.wi.us/oea/priv_more.html.
Students with special needs & statewide assessments: www.dpi.state.wi.us/oea/specneed.html
WSAS supplemental assessments: www.dpi.state.wi.us/oea/wsassuppl.html
WSAS alternate assessments: www.dpi.state.wi.us/oea/wsasalt.html
Writing Rubrics: www.dpi.state.wi.us/oea/kcwriting.html

Extended Writing Sample by Rubric

2004-2005 Wisconsin Student Assessment System

WKCE Extended Writing Sample by Rubric

No. of Students Enrolled: 348

Writing Mode: Persuasive



Extended Writing Sample by Rubric

District: ANYDISTRICT

Grade: 8

Simulated Data

Purpose

This report summarizes students performance on the WKCE extended writing sample in terms of two scoring rubrics: a composing rubric and a conventions rubric. The composing rubric evaluates students' ability to control purpose/focus, organization/coherence, development of content, sentence fluency, and word choice. The conventions rubric evaluates students' ability to control punctuation, grammar, capitalization, and spelling. Educators can use this report to compare school results on each rubric with district and state results and to evaluate students' relative strengths and needs.

Test Date: 11/01/04 Scoring: PATTERN (IRT)

State: WISCONSIN 6678



Language Arts Content Standard	Scorable Response Summary						Unscorable Response Summary										
	Number of Students with Scorable Responses	Points Possible	State	District	District-State Difference	0 Points (Off Topic)	Points 0.5 to 1	Points 1.5 to 2	Points 2.5 to 3	Points 3.5 to 4	Points 4.5 to 5	Points 5.5 to 6	Number of Students with Unscorable Responses	Number of Students by Reason			
Writing	207	6	4.9	5.3	+0.4	4	5	2	3	1	2	174	6	4	2	135	
Composing Rubric (B.2)	207	3	1.7	1.8	+0.1	4	56	66	73	1	1	1	6	4	2	135	
Conventions Rubric (B.3)																	

Note: Number of students enrolled = number of students with scorable responses + number of students with unscorable responses + number of students not tested.
 -- This rubric cannot receive this point level.
 1. Unscorable WKCE writing samples are NOT included in calculating "Average Points" at any grade on this report. Samples that are illegible or in another language are unscorable at grades 4-8. All unscorable WKCE writing samples are included in calculating "Average Points" at grade 10, but are scored as zero. Off-report samples are treated as zeroes in computing WKCE language arts scale scores at grade 10 only. The extended writing sample is not integrated into the WKCE language arts scale scores at grades 4 and 8.

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EXTENDED WRITING SAMPLE BY RUBRIC 2004-05

GENERAL INTERPRETATION

The “Extended Writing Sample by Rubric” summarizes student performance on the WKCE Extended Writing Sample in terms of two scoring rubrics: a composing rubric and a conventions rubric. The composing rubric evaluates students’ ability to control purpose/focus, organization/coherence, development of content, sentence fluency, and word choice. The conventions rubric evaluates students’ ability to control punctuation, grammar, capitalization, and spelling.

Both rubrics are aligned with the content standard “Writing” (under English Language Arts). The composing rubric is a 6-point rubric aligned with performance standard #2: plan, revise, edit, and publish clear and effective writing. The conventions rubric is a 3-point rubric aligned with performance standard #3: understand the function of various forms, structures, and punctuation marks of Standard American English and use them appropriately in communications. For a more complete description of these standards, go to www.dpi.state.wi.us/dpi/standards. For more information about the rubrics, go to www.dpi.state.wi.us/oea/kcwriting.html.

Comparisons between the average points and maximum points possible provide some indication of the difficulty of the skills measured by each rubric. For example, an average of 1.9 on the 6-point rubric suggests that the composing skills are relatively difficult for students. An average of 2.9 on the 3-point rubric suggests that the conventions skills are relatively easy for students.

The “Difference” columns can be used to compare local average points for each rubric with district and state average points. Positive school-state and school-district differences mean the students tested in the school performed better on these rubrics than students tested in the state and district.

“Unscorable” WKCE writing samples are NOT included in calculating average points at any grade level on this report. Samples that are illegible or in another language are unscorable at grades 4, 8, and 10. Also counted as unscorable at grade 10 are blank/erased samples if the student has a WKCE language arts score. (“Unscorable” samples are treated as zeroes in computing WKCE language arts scale scores at grade 10 only. The extended writing sample is not integrated into the WKCE language arts scale scores at grades 4 and 8.)

Average points and differences provide no information about students not tested on WKCE Writing or with unscorable responses. Information about performance on alternate assessments (WAA) is provided on the “Extended Writing Sample by Student Group” report.

HOW TO READ THIS REPORT

The data on this report are arranged under two main headings: “scorable response summary” and “unscorable response summary.”

In the scorable response summary, the first column provides the number of students in the grade with a scorable response. The next column shows the total points possible for each scoring rubric. The next three columns show the average points achieved by students in the state, district, and school. The next seven columns provide the number of students scoring at each point level.

Continuing to the unscorable response summary, the first column shows the total number of students with an unscorable response. The next three columns indicate the reason responses were considered unscorable.

The last column shows the number of students not tested.

USING THIS REPORT TO IMPROVE LEARNING

Educators can use this report to evaluate students’ relative strengths and needs in composing and conventions by comparing school results on each rubric with the points possible and with district and state results. Review the description of writing skills demonstrated for point level on the rubric for more specific information about the meaning of the scores.

In the “Average Points” column, watch for high or low local averages as compared to the “Points Possible” to determine which writing skills were easy for students and which skills were difficult. Look at the “Difference” columns to determine whether local averages are unusually low or unusually high. Small differences may not be meaningful.

Look at the “Number of Students by Point Level” for possible explanations of unacceptably low or unusual average points. Note the distribution of scores across the point levels because a few very high or very low scoring students can significantly affect averages. A large proportion of students with low scores for a rubric can indicate that certain writing skills are not effectively covered in the curriculum; this information may be missed if the focus is only on average points.

FOR MORE INFORMATION

Wisconsin Model Academic Standards:

www.dpi.state.wi.us/dpi/standards

WKCE: www.dpi.state.wi.us/oea/kce.html

Writing Rubrics: www.dpi.state.wi.us/oea/kcwriting.html



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